

OCTOBER, 1937

Vol. 95

No. 4

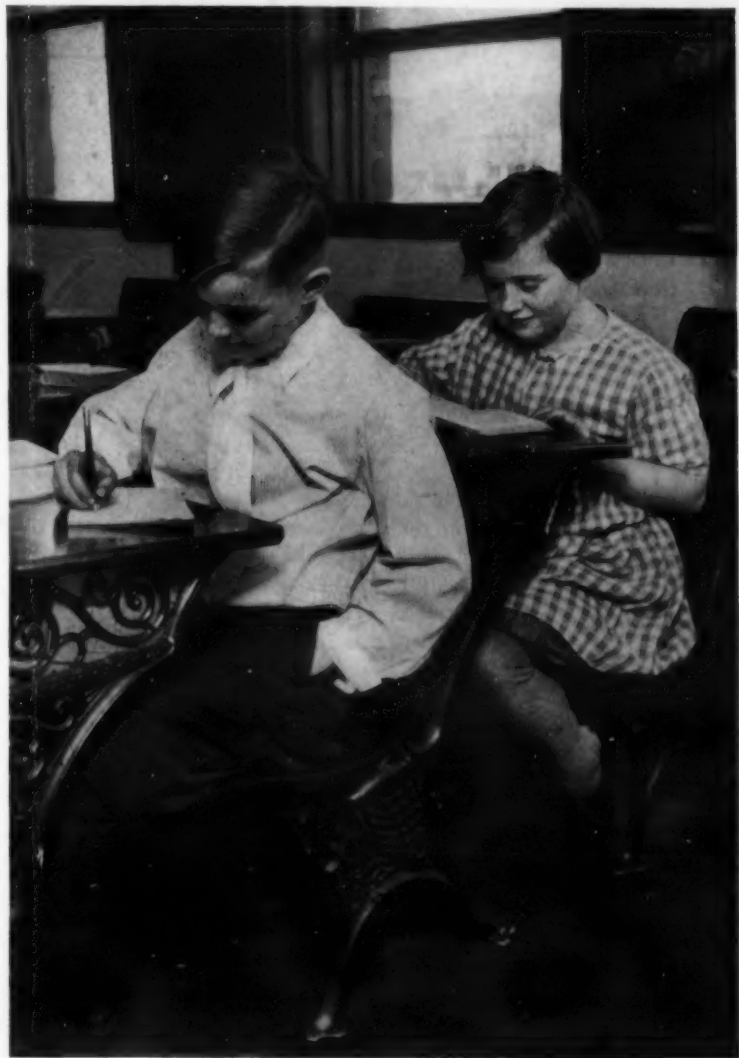
001 4 1937

PERIODICAL ROOM  
GENERAL LIBRARY  
UNIV. OF MICH.

THE AMERICAN

# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION



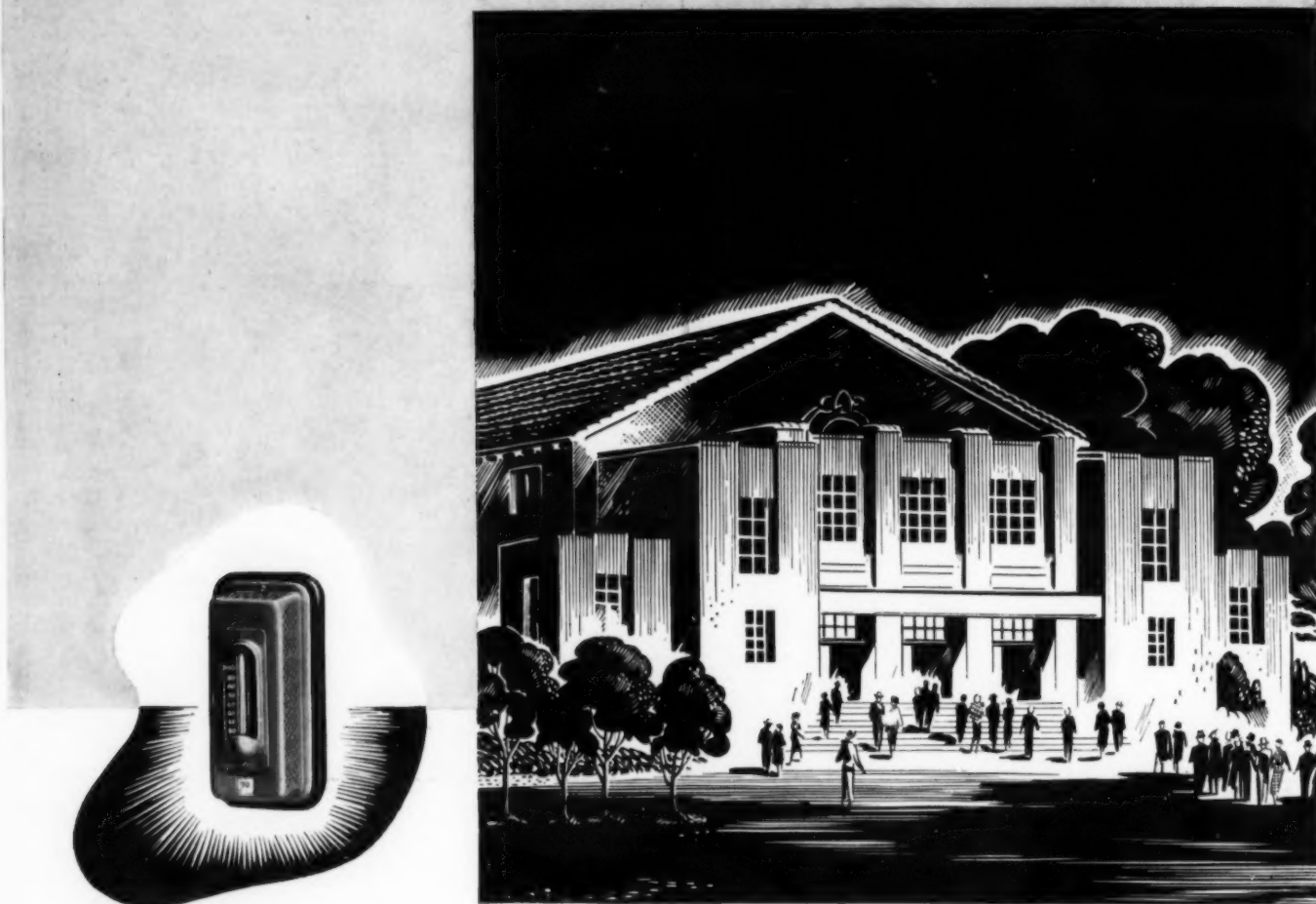
*In this issue :*

**"Teachers in Demand"**

—C. H. Marple

# *Correct* TEMPERATURE CONTROL

ESSENTIAL TO FUEL ECONOMY—HEALTH—COMFORT



*Auditorium, Standard School District, Oildale, California  
Chas. H. Biggar, Architect, Bakersfield, California*

THERE should be no uncertainty as to the efficiency of temperature and humidity control equipment, now or in years to come. These problems can be delegated with full assurance to Johnson. For more than fifty years and entirely within its own organization, Johnson has been designing, manufacturing, and installing automatic control systems wherever schools have been built.

Recognized by heating authorities for excellence in engineering and for inherent quality in devices, Johnson can be depended upon. Here is one organization that has the facilities and the inclination to "follow through," until the last installation detail is settled and the system in perfect operating condition.

Johnson mechanics install these systems and provide proper service under expert supervision. The Johnson organization operates from direct branch offices in principal cities. A study of your control problems will be made on request, without obligation. Johnson Service Company, Milwaukee, Wis.

# JOHNSON

**AUTOMATIC TEMPERATURE AND HUMIDITY CONTROL**  
*For Heating - Cooling - Ventilating & Air Conditioning Systems*



# THE AMERICAN School Board Journal

October,  
1937

Western Office:  
66 E. SOUTH WATER ST.  
CHICAGO, ILL.

A Periodical of School Administration  
Published on the first day of the month by  
THE BRUCE PUBLISHING COMPANY  
524-544 No. Milwaukee Street, Milwaukee, Wis.

Eastern Office:  
330 WEST 42ND STREET  
NEW YORK, N. Y.

## Table of Contents

Cover: "School Days".....	Lillian Bull Photo
Cartoon: The Effective Co-operation of These Three is Required to Carry the Torch.....	17
R. O. Berg	
Educating for Mediocrity.....	18
Dean Lobaugh	
"Teachers in Demand".....	19
C. H. Marple	
Social Security for All School Employees.....	22
J. M. Clifford	
New Warehouse and Maintenance Building for Fresno City Schools.....	23
O. S. Hubbard	
Girls Lead in Progress Through School.....	25
George R. Johnson	
Self-Supporting Summer Schools.....	27
John E. Lee	
Akron, New York, Enjoys Useful School Athletic Field.....	30
Educating for Street and Highway Safety.....	31
Frank K. Foster	
An Elementary School for Community Use.....	33
A Safe, Modern School at Low Cost.....	35
J. Warren Ayer	
The Clovis Junior High School Building.....	37
James M. Bickley	
A Century of Progress in Schoolroom Planning.....	39
F. R. Noffsinger	
The Dreamer.....	40
Chalmer Orin Richardson	
Improved Methods of Selecting Equipment and Supplies.....	42
R. W. Hibbert	
What the Board Has a Right to Expect from the Superintendent.....	43
Doane Herring	
Number of Months Employed and Salaries of School Custodians in Nebraska.....	44
Galen Saylor	
The School Administrator and Library Instruction.....	46
Arthur L. Maberry	
Teachers' Legal Relationship to School Districts.....	47
Irving G. Breyer	
How Los Angeles Schools Sell the School Budget to the Community.....	49
Harry M. Howell	
How the Hartford Board of Education Does Its Work.....	49
School-Board Members Who are Making Educational History in American Cities.....	51
School Busses and Visual Aids.....	54
James R. Newman	
Distant Vocational Fields Appear Greenest.....	66
Cecil Hagen	
The Buffalo Superintendency Passes One Hundred-Year Mark.....	66
EDITORIALS:	
Satisfactory Units of School Administration.....	72
Decline of Birth Rate and the Schools.....	73
Art Confronts School Administrators.....	72
The Holdover School-Board Member.....	73
Departures in State School-Board Organizations.....	73

School Administration News.....	56	School Finance and Taxation.....	77
Teachers' Salaries.....	60	New Books.....	83
School Building News.....	63	Personal News of School Officials.....	87
Teachers and Administration.....	70	News of Superintendents.....	88
School Board News.....	71	After the Meeting.....	94
School Buyers' News.....	94		



## About The Schools—What Next?

The past month has seen the opening of the schools, manned with professional service, equipped with textbooks, and supplied with paraphernalia necessary to run on an efficient basis.

This does not mean that every want has been supplied. Weaknesses and shortcomings in point of plant equipment and professional staff reveal that hundred-per-cent perfection has not been attained. It simply means that the schools are reasonably well prepared to operate and to render service.

And yet if the minor and major shortcomings were to be weighed and measured, it would be found that the item of plant rehabilitation would be at the head of the list. It would also be found that here and there school buildings are overcrowded and that additional pupil accommodations are required. With the return to prosperity many new school structures have come into being. The Federal Government has given a splendid impetus in that direction. Much has been done, too, in the way of repairs and renovations. But the job is far from completed.

The outstanding need today is the rehabilitation of obsolescent school plants. School authorities everywhere are conscious of this fact. There are overcrowded buildings. Adequate safety and sanitation are lacking. In many instances the urgent repairs have been made, but in the light of utility for present educational methods much more must be done.

Now is the time to look over the school plant, its present deficiencies, and its prospective needs. A judicious school administrator realizes the wisdom of timely planning and timely action. He knows that this not only spells economy in the end but efficiency as well. The schools must go on!

Thus, rehabilitation of the school plant for instructional efficiency is the next order of business.

THE EDITOR

Copyright, 1937, by the Bruce Publishing Company. All rights reserved. Title registered as Trade Mark in the United States Patent Office. Entered as Second Class Mail Matter in the Post Office at Milwaukee under Act of Congress of March 3, 1879.

Subscriptions — In the United States and possessions, \$3.00 per year. In Canada, \$3.50. In foreign countries, \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

Discontinuance — Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notices of changes of address should invariably include the old as well as the new address. Complaints of

nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

Editorial Material — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the Education Index.

Member, Audit Bureau of Circulation and Associated Business Papers.

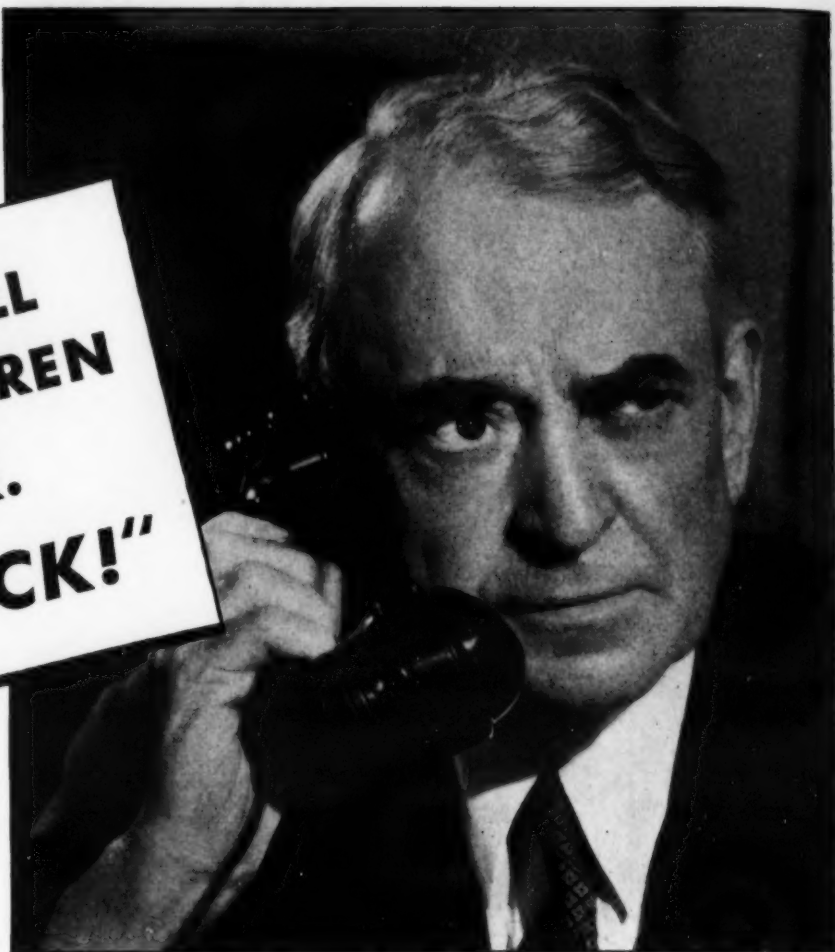
**"EMERGENCY CALL  
FROM MRS. WARREN  
—GET PAUL JR.  
QUICK!"**

**"SUDDEN** illness at the Warren home—get Paul Jr. quick!"

Emergencies are the real test. Can you locate any pupil at any time *promptly*?

In many schools it is necessary to consult bulky files of permanent history records to obtain this information. Quite likely you must check from there to a master schedule before finding the classroom number you want. Quite often too, the very card you are looking for may be misfiled or out-of-file.

To correct this weakness Remington Rand has designed the



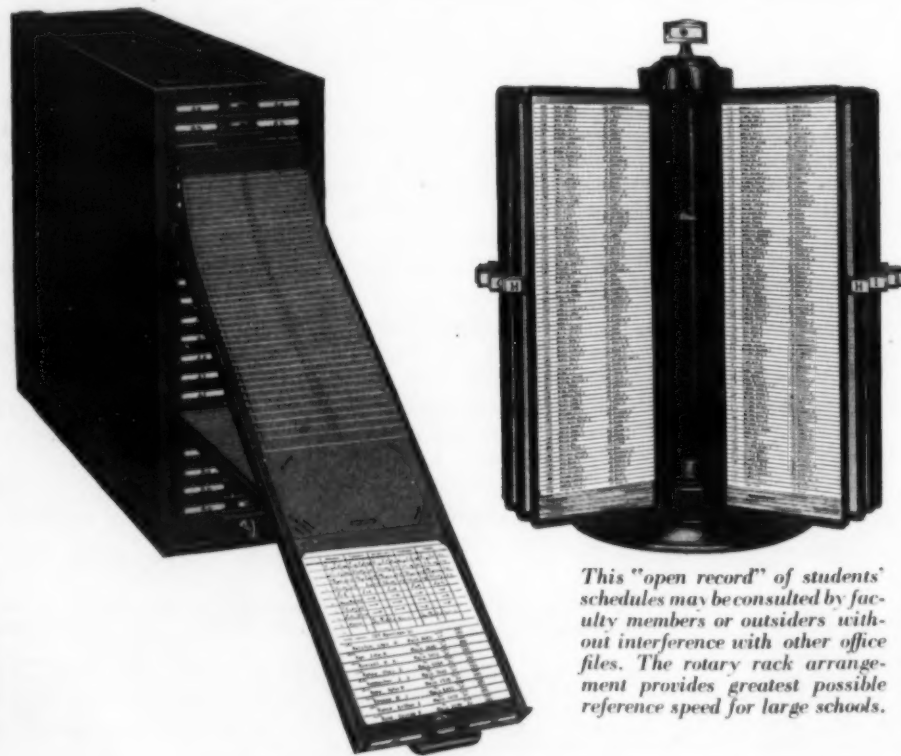
speedy Student Location Record, with schedule cards filed alphabetically in visible-edged pockets. A flip of a finger turns up a complete picture of where a pupil is each school period.

One of Remington Rand's standard forms showing name, courses of study and room numbers, year of graduation, will probably fit your needs. If not, special cards can be made.

Whether this record is set up in a standard Kardex cabinet or mounted on a rotary rack, you have easier access than with ordinary vertical files. And because cards needn't be removed, you can be sure of finding each record in its proper place.

#### ASK FOR ILLUSTRATED BOOK

A new, free book, "School Records and Equipment," contains dozens of helpful suggestions for elementary and grammar schools. Shows improved ways of handling all types of school records including census, attendance, athletics, physical examinations and complete student history. Phone your local Remington Rand office or write Library Bureau Division, Remington Rand Inc., Buffalo, N. Y., and a copy will be forwarded without charge.



This "open record" of students' schedules may be consulted by faculty members or outsiders without interference with other office files. The rotary rack arrangement provides greatest possible reference speed for large schools.

*OK..it's from*  
**Remington Rand**

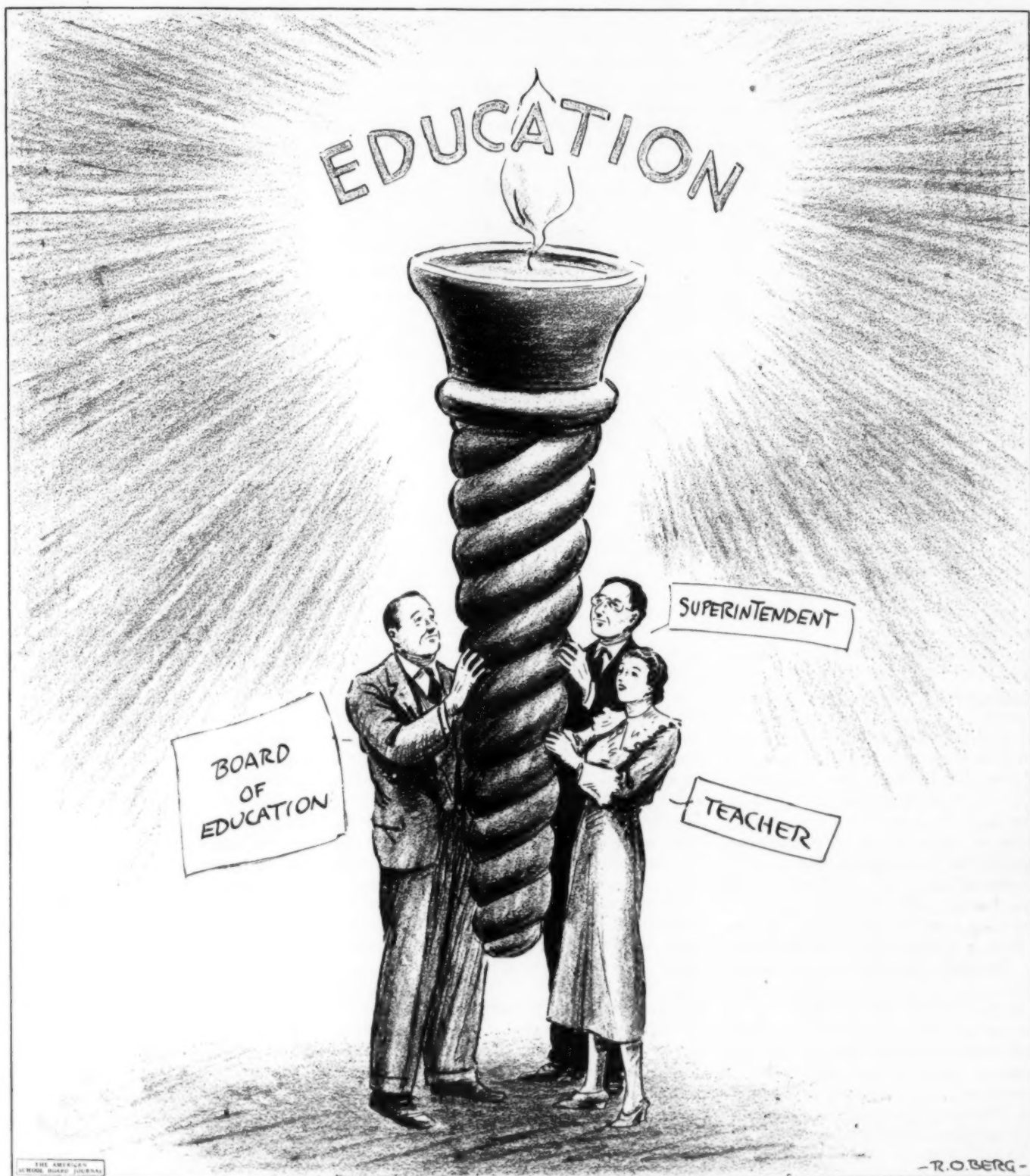


# THE AMERICAN School Board Journal

Volume 95, No. 4

October, 1937

Subscription, \$3.00 the Year



THE EFFECTIVE CO-OPERATION OF THESE THREE IS REQUIRED TO CARRY THE TORCH.



## Educating for Mediocrity

Dean Lobaugh<sup>1</sup>

A title, it is said, should be provocative. As you read the title of this little paper, you probably said to yourself, "What a queer subject! I suppose we are to have an indictment of American education. I suppose we are to be told that our schools are going soft." I don't know whether you had all these thoughts or not; but if you did, I want to proceed to disillusion you. What I am about to say is that it is high time the American schools begin educating for mediocrity.

Too long our schools have been educating for what we call success. It has been our custom to measure the contribution of a school by looking at its illustrious graduates. A few weeks ago, the local press, in noting that three of our high-school graduates had stood high in the qualifying examinations for West Point, remarked that this reflected high credit on the quality of instruction in our school. Now that was a very nice compliment, but I think it reflected an altogether superficial evaluation of our school.

In any student group we are likely to find a certain number of youngsters who are going to become outstanding persons. We must recognize this fact in our school curriculums, and give these persons an opportunity for training to fit themselves for the positions of responsibility they must fill. But the fact is, in any modern high school, and to an extent in any modern college, that most of the students will never be anything but average persons—persons of small incomes, of undistinguished occupations, or unexciting lives, of positions of little or no influence in society. As truly as did the peasants of Gray's *Elegy*, our Americans of succeeding generations are going to "keep the even tenor of their way."

"What a depressing thought!" you say. I am not sure that, seen rightly, it is a depressing thought; but it has every appearance of being an accurate one. The marvel to me is that we have been so long in recognizing it. The whole complexion of American life has been undergoing marked changes; our schools have, in the matter of school enrollments, reflected these changes; but our national philosophy, if we can be said to have a national philosophy, is essentially the same one that was operating in 1910.

Now I realize that the philosophies of education of the persons actually operating the schools—superintendents, principals, teachers, professors of education—have undergone marked changes in the past 25 years. These people don't talk about success as an educational goal as much as they used to. Figures about how much more money a high-school graduate makes

than an eighth-grade graduate, formerly stock in trade with professional educators, are no longer looked upon as significant by these people. They are talking a great deal more about education in terms of the well-rounded personality, of useful citizenship, of enriched experience of living. But frankly, the American people, the persons who support the schools and send their children to them, are still thinking about education as they did a quarter century ago.

All one has to do to prove this is to ask a dozen representative high-school students why they are in school. Do you suppose any of them will tell you that they are there to acquire well-rounded personalities, or to make themselves better citizens, or to achieve any of the goals that we as educators so unctuously set up? If so, I will be surprised. What these youngsters will tell you is that they are in school to help them make a success of their lives; and when they speak of success, they mean simply financial or social success—that is, getting on in the world. In stating these goals, these youngsters are simply reflecting the attitudes of their parents toward the place of the school—giving you, in effect, this American philosophy of education I mentioned earlier. The average American parent looks upon the public school—yes, and the college—simply as an agency that will help his child rise in the world; rise above the station in which he, the parent, finds himself. In 1916 my parents bundled me up and sent me to high school in a neighboring town—not simply to make me an educated person, in the larger sense, but to insure my having a place in life above that which they occupied. My mother would have considered it a major tragedy had I become a farmer—though she and my father spent useful and reasonably happy lives as farmers; and if, after I had acquired my so-called education, I had returned to farming for a livelihood, she would have been dumbfounded. I contend that American parents have not changed their viewpoint markedly. They make little effort to understand what we are trying to do in our schools; they suppose we teachers know what we are about; what motivates them is a blind faith that by going through our schools, their children will somehow "get on," surpass their parents and their fellows, and become important persons in the world. I recall this statement of a mother who talked with me about reinstating her dismissed son, a boy who was a complete wastrel in school and out. With tears in her eyes, she said, "But if Irwin doesn't finish high school, he just won't get anywhere!" Poor blind mother! A diploma was to make a success out of a fool.

It is obvious to those of us who watch

the schools closely, however, that the American public, in part, is beginning to sense the fallacy in its philosophy. Some people are beginning to see that their children and their friend's children are not "getting on" in any remarkable fashion. Every so often we hear of persons who have gone through college who are on relief, or who are working for mere pittance, while persons of lesser education are apparently forging ahead in the world. It is inevitable that this should be the case. But the distressing thing is that the American people, seeing this situation arising, can think of nothing better to do than accuse the schools of failure. "We've been cheated," they say. "There's Mrs. Jones, who washed clothes for four years so that her boy could go through the University, and now look! The best job he can get is driving a gravel truck for the county. I don't think that University of ours amounts to much." A high-school sophomore boy recently gave me as his reason for dropping out of school that his brother had a good job in a Safeway store, and hadn't gone to high school a day. Seeing no economic usefulness to himself in the high school, he could not conceive of remaining.

The dissatisfaction with the economic returns from schooling is going to increase rather than diminish, for it is obvious to any thinking person that the schools can no longer guarantee to their pupils that graduation will open the gate to prosperity and pre-eminence. It may be that at an earlier period in American life our schools did a fair job of meeting the economic requirement we made of them. When comparatively few boys and girls went on to high school and college, the chances of those few earning for themselves places of eminence were fairly good. Many of us can remember when only the exceptional boys in our neighborhoods went even to high school. It happens that when I went to high school I was the only boy in our neighborhood doing so. A few years later a school bus took a load of youngsters every day from the same neighborhood, the population of which remained practically static.

If the American people continue to believe implicitly in the schools for the same reasons that they have believed in them in the past, they are due for a keen disappointment. It is obvious that if everyone goes to high school, a high-school education is not going to give anyone a superiority over his fellows. So far as economic advantage is concerned, our young people are going to come out of high school on the same plane that they go in. Now it is true that there are still many young people of high-school age who do not attend school; but more and more, high-school education is becoming universal; in many parts of the country it is practically so now. What is true of the high school is rapidly becoming true of the college. If it is to be thought a good thing for every-

(Concluded on page 91)

<sup>1</sup>Principal, High School, Walla Walla, Wash.

# "Teachers in Demand"

C. H. Marple

There is always a shortage of good teachers. It may seem paradoxical to say that with an unprecedented surplus of available unemployed teachers, there exists an actual teacher shortage. But such is the case. There is a continuous scarcity of capable, effective, skilled, thoroughly trained teachers of excellence for particular school jobs. It so happens that many individuals classified as teachers, are, in reality, not teachers at all. They teach, have taught, or are willing to teach, not on any basis of merit, but because of the ease of entering the profession. Several years ago Shaw adroitly said, "Those who can, *do*; others *teach*," a statement regnant with truth, and the implications of which are obvious. There has been too great a cleavage between the work of the school and the acceptance of the practicality of that work by the business and professional world.

Once the stern schoolmaster was honored not merely as an academician, but because he frowned upon moral turpitude in its every form. Ofttimes he was the only educated person in the community; his advice was sought on many subjects, and his position gave him a recognition far beyond his true merit. The advent of popular education has changed this situation. The teacher of today does not find herself upon an academic pedestal. She is obliged to win appreciation on the basis of merit, intrinsic ability, genuine achievement. Many patrons of her room are likely better schooled than she, especially along specialized lines. And many of her students are better informed along certain lines than is she. The day of arbitrary academic dominance by the teacher in the life of the community is past.

In any attempt to describe those qualities which feature the new-type teacher of today, one must be reminded that the abilities required to make a teacher successful in her profession, would, if employed in business or the professions, doubtless assure success as well. And in order to attract capable persons to become teachers, inducements other than the mere chance to serve, distinguished or otherwise, must be offered. In those communities where teacher salary schedules assure incomes comparable to those of business and the professions, we find an immediate turning to teaching by many vigorous, competent persons who doubtless would, under other circumstances, seek employment elsewhere. Hand in hand with salary considerations is the necessity for a sound retirement plan under which the state makes reasonably substantial contributions from tax sources. And salary schedules, if properly formulated, provide special recognition for teachers of excellence. Any amount of philosophizing or appeal to the nobility of

service will never compensate for a living wage. Teachers deserve the necessities of life, some luxuries, economic ability for continuous professional improvement through further training, and the ability to lay something aside for future contingencies.

There has always been considerable controversy concerning the function of the school in society, what should be taught, who should determine educational policies, and what proportion of the national income should be expended for educational purposes. There are and always will be differences of opinion regarding methods, educational change, and freedom of the teacher and of the school. In a democracy many such questions can never be solved to the satisfaction of all, and this is as it should be. Various schools of thought have urged their viewpoints and frequently to the detriment of sound educational achievement. Too often "pressure" groups agitate policies, motivated by expediency, and frequently for the purpose of promoting partisan viewpoints. This is true of certain so-called patriotic organizations. Before such pressure the teacher and oftentimes the school officials are helpless. It is frequently expedient to co-operate with such groups rather than antagonize them. But no matter what particular type of curriculum is adopted or what particular philosophy underlies its inception, one thing is inevitable: The success or failure of the teaching program of any school depends, in the large, upon the classroom teacher.

## Qualities Which Are Taken for Granted

Certain traits and interests are taken for granted in a teacher. Health and co-operation are taken for granted; and the avoidance of extremes in dress and viewpoints will enhance her chances for success. While she should be fearless, there are obvious limits beyond which it is unwise to urge controversial topics, and outside of which limits she may not only defeat her own objectives, but do irreparable damage to the service of the school. A sense of friendliness and sociality will lead a teacher to a wise participation in community affairs. Some school boards unwisely attempt to overregulate their teachers, while many teachers are too aloof from community contacts outside the school. Considerable adjustment is possible on the part of the teacher without compromise or sacrifice of personal ideals.

The establishment of an unimpeachable integrity is mandatory. Aside from ethical considerations, perhaps no other single item so commends a teacher to her community, or so destroys community confidence in her as her policy in money matters. By building public confidence in

herself, she builds confidence in her work and in her school. The writer knew one teacher who, as a teacher, possessed unusually high qualifications; but who had no money sense. She bought whatever she wanted, whenever she wanted it, and with no thought of when or how it would be paid for. She used up not only all her own financial credit in the community, but a considerable portion of confidence with which the merchants of the community regarded all teachers. Her ever-growing indebtedness was largely responsible for her ultimate dismissal. A superintendent is called to mind—a gentleman skilled in the art of obligation. Upon coming to a new community, he managed to loan several thousands of dollars to members of the school board which employed him. And although he had never gone beyond the sixth grade, he managed to retain his position as long as he chose, and exact a salary entirely out of proportion to the measure of his responsibility and the type of administrative service rendered. Still another superintendent habitually became so deeply indebted to local merchants that they would not permit his release by the school board. So long as he was retained in the employ of the community, the merchants felt there was some hope of ultimately getting their money. Certainly a teacher may be expected to use good business sense, and to practice honesty as a citizen.

Before her class the new-type teacher brings organization, system, and a maximum in relegation of duties. Waste effort is eliminated and continuous improvement sought. Her students are comfortable, and properly seated with regard to light, blackboards, size of desks and instructional apparatuses. Her classroom bespeaks good housekeeping. Decorations and pictures are used scantily and only in accord with sound art principles. Control is by means of motivated interest, chaos is replaced with purposive orderliness, and confusion is reduced to a new low. Confusion and meaningless noise exact a terrific toll in nerve energy from both teacher and student. Under capable guidance, aimlessness and restless commotion are changed to purpose, inattention to responsiveness, and meaningless noise is replaced with dignified, restful orderliness. Recalcitrants are controlled through force of personality and social judgment rather than threats and scoldings. She meets her behavior problems firmly and confidently, accepting administrative support only in unusually difficult cases.

Under the competent teacher, students work with confidence and security. The atmosphere is one of ease. Confidence is mutual. Respect and courtesy are mutual. What particular procedures distinguish a



teacher of excellence from the "average" teacher, or the poor teacher? What features of her work determine whether she is a superior teacher? Certain courses of study are handed her to be followed, certain texts to be used, certain outlines to be developed. Under some supervisors the most capable teacher in the world would be helpless. Under a policy of unreasonable restriction, conformity, and repression no teacher could feel free in the release of her creative ability. Many teachers do commendable work in spite of their supervisors, not because of them. But, given a reasonable degree of freedom and support, what factors create a demand for the services of a teacher?

### Objectives in Teaching

I. *The competent teacher works continually in the light of definite objectives.* The *raison d'être* underlies every proposal, every development. If the textbook authors or the administration do not provide course objectives, she and her class proceed to formulate their own. Objectives will be determined in the light of local conditions and needs. Both teacher and students will be conscious of individual course objectives as well as general school objectives. It will be their aim, individually and collectively, to achieve proficiency in certain knowledges, skills, attitudes and abilities.

Objectives will be broader and more specific with certain courses than will be the case with others. The teacher will concern herself with ultimate aims as well as those relating to immediate situations or specific units. Most course of study writers tend to state their objectives in prefaces rather than stating the materials of courses of study in terms of objectives, as units to be developed, problems to be raised, or ideas to be comprehended. The teacher's immediate concern may appear to be the organization and manipulation of certain materials; whereas her actual and primary concern is the development of certain attitudes, traits, and abilities. The apparent immediate concerns may constitute, when taken together, more ultimate concerns. Whether her objective be appreciation for the fine arts, skill in craftsmanship, specific preparation for adequate vocational adjustment, or intelligent participation in the processes of democracy, or any combination of these or other objectives, one thing is sure: A definite and clearly conceived purpose is the very essence of her classroom program.

II. *The capable teacher leads her students to manipulate rather than memorize materials.* Questions are raised rather than settled. The student is encouraged to postpone judgment until all the evidence is in. Deliberative and reflective thought habits are encouraged as a preventative to immature, and hence erroneous judgments. Genuine skill is required to raise important problems pertinent to life, and keep them open for intelligent analysis. Many facts once taught as final and absolute are now known to be either false or



Mr. C. H. Marple  
Principal, Central School,  
Helena, Montana.

only relatively true. Science is filled with hypotheses. If relativity dominates to any considerable degree in the physical and natural sciences, how much more essential is it that we teach as such those facts which are related in the social sciences. In sociology, economics, and government it is necessary that the principle of continuous change be given emphasis. The efficient teacher is somewhat more concerned with thought processes than with thought finalities; more concerned with relativity than with absolutism. We may recall Professor Albert Einstein's comment when confronted with the late Thomas A. Edison's list of thirty questions purporting to test the breadth of one's information. Mr. Edison's claim was to the effect that if anyone could answer the thirty questions, he was educated; otherwise he was not. Said Mr. Einstein: "I can answer only three of the questions. But I know how to go about it to find the answers to all the others."

The understanding or relationships is more vital than any consideration of unrelated details. Cause and effect are more essential to understanding than insignificant elements relating to these major principles. Two college teachers will illustrate: One of my college teachers of history was concerned only with an accumulation of details and dates. There was for him no pattern in history, no perspective, no weighting of the comparative significance of historical occurrences. From this teacher I gained only a tendency to dislike history, especially as he taught it. Under another teacher of college history, the human record was studied in terms of great events, great movements, great personalities. He stressed the "turning points" in human affairs. In the light of these tremendous events he explained the significant trends in history for the centuries. Not that details are unimportant. They are. But unless they are studied in rela-

tion to the larger patterns and as incidental to those patterns, they lose their true interest and significance. Under proper guidance the student is free in the processes of thought, rather than a slave to the content of thought.

### Releasing the Student's Creativeness

III. *Definite release for the creative energies of the student finds recognition under the guiding hand of the modern teacher.* After all, education is largely a matter of discovering native abilities, interests, energies, and aptitudes and their development for use and adjustment in the objective world. We are concerned with what school environment does to the attitudes, appreciations, and interests of the child. Any well-planned program assures analysis of individual weaknesses and strengths. Creative dramatics offers almost unlimited possibilities for personal expressiveness. The teacher helps to set the stage, and to select and arrange the play; but she is not one of the players. Many teachers have gone far in adapting school materials and child experience for dramatic use.

Teacher concern is not so much what the child does with the past and the present, but with what the unfolding knowledge of the past and present does to the child. She is far more concerned with the matter of student self-reliance and the method employed by him in his attack upon a problem than she is with the factual data he may or may not acquire. And under competent teaching, the student is largely "on his own." One of the common sins of our educational system is that the student ordinarily has too much done for him. Direct aid should never be forthcoming until the student has exhausted every reasonable personal resource. No student can be creative without being original, and no student can be original so long as someone else, teacher, fellow student, or parent, does his work for him. The tactful teacher knows *when* and *how* to give aid. Her students are self-dependent. Aid is given by a generous use of suggestion. A few questions expertly asked will bring astonishing results in guiding the student through some difficulty.

There are numerous ways in addition to dramatics through which expressive abilities may find release. Outlining, planning, and organizing merit prominent attention. Other activities are student participation in school government, student activities, hobbies and various leisure-time interests, leadership, and the development of special aptitudes and talents. Many feel there is a tendency to underrate student ability in creativity. Given the needed freedom and encouragement, the expressive drive often assumes surprisingly definite and worth-while forms.

IV. *Perhaps the broadest measure of a teacher's skill is in the teacher-student relationship to the development of subject matter.* Neither she nor her students are



enslaved by any printed materials, but an unlimited quantity of carefully chosen reference materials are welcomed. Instead of the conventional recitation is used a developmental technique, involving mass participation. Students not only plan and outline the project, but aid in setting up project objectives. Previews and pretests reveal the points at which knowledge is weak or understanding slight. Under skillful developmental techniques the difficult points are cleared up and important facts "clinched." Development leads continually from the known to the unknown. The teacher stimulates, motivates, guides, suggests, leading the student to think coherently, systematically, definitely. A problem is developed step by step with a definite sense of progress, of achievement.

Economy of classroom procedure is a matter of constant attention to the alert teacher. Every minute of every student is regarded as valuable. Waste effort and waste energy are constantly held to the lowest possible point. The obvious is never asked; neither is the question which is irrelevant or which cannot be answered. The socialized consideration of problems is employed only in connection with matters of general interest. Each student is encouraged to participate at some level, and each student is held responsible for what is said and done. Valuable class time is not wasted listening to poor readers. This leads to the matter of attention. No person can be expected to long give attention unless something of interest is transpiring. A lagging in interest leads the teacher not to scold or to "require" attention, but to examine the procedures with the view to discovering why interest is not spontaneous. Of course attention may be secured within limits by continually holding every student responsible for what is said; but this motive is not adequate. It should be the purpose of the teacher to make the development so interesting and worth while that the student will be spontaneous in attention.

Here is the vital test of good teaching, day after day; what the teacher does with subject matter before her class; what the class does with subject matter under the stimulation and guidance of the teacher; and what the teacher and subject matter do to the students, individually and collectively. Under an effective technique the students learn to discriminate, compare, evaluate. They learn how to proceed with a development, how to study, how to use reference materials. In such a classroom a visitor would be impressed with what the students are doing; their purposive activity, effective procedures of study, and independence of thought.

#### Activities in the Classroom

V. A program of activities features the modern classroom. No matter what a teacher's personal viewpoint may be on the current much discussed activity program, the fact remains that activities do and probably always will play an important



GEORGE E. ROUDEBUSH  
Superintendent of Schools-Elect  
Columbus, Ohio

Mr. George E. Roudebush, who has been elected superintendent of schools at Columbus, Ohio, was formerly head of the school system of Youngstown.

Mr. Roudebush, who was born near Batavia, Ohio, was graduated from the centralized high school in 1910. In 1911 he went to the Ohio State University. After a period of service in the army, he returned and was given his B.S. degree in 1919. In the fall of that year he began work as principal of the South High School in Lima. From there he went to Grandview Heights in Columbus, where he also held a principalship. In 1927, he became assistant superintendent in Columbus. Four years later he was called to Youngstown as superintendent of schools.

role in educational planning. In a broad sense almost anything a child does may be called an "activity," whether reading, listening, building houses, or making tours. Rather than attempt to restrict her classroom program to one of purely academic interest, the modern classroom teacher will see the psychological and biological soundness of the principle, "learning by doing." In the light of substantial and expanding educational experience, her program will undergo continuous revision. Her students will be given the advantage of these broadening experiences which the very nature of the community make possible, no matter what these experiences are called.

In the primary grades considerable manual construction will be in evidence, out of which will evolve many fine social and orienting experiences. In the intermediate grades there will probably be some correlation between the activity program and the social and natural science materials, though not necessarily so. Certain handicrafts, and journeys, both real and imaginary might well find place, as well as interest in the fine crafts. In the junior high school the activities program is expanded, refined, and specialized. Here one should find an almost unlimited variety of activities ranging from tours, studies and investigations in connection with science, health, government, industry, community problems, or vocational orientation. The

sphere of community recreation offers a fertile field for activities in the junior high school, as does a program of "hobby" clubs in training for a wholesome use of leisure time. Any activity program will be developed, if properly conceived, in the light of reason, and without undue extremes.

VI. The new-type teacher relates her teaching program to life. She never loses touch with reality. Every action springs from worth-while motives. In terms of practical criteria certain traditional portions of our curriculums are much more easily justified than is the case with others. But no matter what her subject, the teacher of surpassing ability will make its materials vital and practical and justifiable in the lives of her students. Students will be her primary concern, not subject matter. In the teaching of history, for example, will be developed an appreciation of the various historical periods for the light past experience will throw upon the present. Likewise courses in the natural and physical sciences find their justification in the fact that they better equip the student to meet intelligently and confidently the daily problems of science he will contact.

#### An Atmosphere of Joy

She will demonstrate interest in the out-of-school interest of her group or of some group. This interest may concern itself with youth movements, or with guidance in relation to community recreation, on some other character forming or cultural activity. In any case she will be a student of her community and of the forces, both constructive and detrimental which play upon the processes of child development, throwing the force of her influence toward constructive leadership, and toward building a wholesome environment.

The modern classroom is bathed in an atmosphere of joy without which no student can do his best work. The student's work is interesting because there is purpose to it, and because he is conscious of success. The teacher never loses the human touch, and, with all the seriousness of her purpose, there is always a place for the humorous situation. In fact she will see to it that such situations are created at intervals if they are not spontaneous. And when a humorous situation does occur, under proper circumstances, her sense of good sportsmanship will lead her to join in rather than trying to repress wholesome laughter. Any teacher unable to enjoy a good joke with her class is missing something really fine in her work, and in her life as a human being.

♦ Joliet, Ill. The pupils and teachers of the Babylon School are occupying a new building this year. The building contains six rooms and was erected with the aid of a PWA grant.

♦ The WPA has approved a school project, calling for an addition to the high school at Seymour, Ind. The addition includes a gymnasium and facilities for industrial arts, home economics, agriculture, and music. The building will be completed at a cost of \$95,120.

# Social Security for All School Employees

J. M. Clifford<sup>1</sup>

Janitors, engineers, clerks, and other public-school employees need a pension system as much as teachers. However, with one exception,<sup>2</sup> teachers' retirement systems do not include the nonteaching employees of school boards and the Federal Social Security Act excludes these people since they are employees of a political subdivision of the state. The Federal Social Security Act exempts employees of the state or political subdivisions of the state on the basis of the old theory that one branch of government cannot tax another. Since the social-security act is financed by a tax upon wages and employers, it would have meant that if school employees were included, the act might have been declared unconstitutional.

Janitors and other nonteaching employees of the public schools need a pension system for their own protection and for the benefit of the school system. The present generation recognizes security in old age as the need of all individuals. The public needs a retirement system for all school employees to insure that only efficient help will be kept on the job. It is impossible to teach neatness and orderliness to children who attend a dirty school, and yet janitors who have passed the retirement age cannot keep a school in satisfactory condition. Boards of education are often reluctant to release a man who has performed years of faithful service unless there is some way to provide for this man. A pension system offers the only satisfactory answer to this problem.

Teachers were pioneers in the field of retirement systems. Other early benefactors of pensions were policemen, firemen, employees of large utility companies, and military men. It might have been expected that teachers would have helped janitors, clerks, and other school employees to secure retirement benefits similar to their own. However, this has not been done. There are two or more ways in which the problem of social security for janitors can be cared for. The first plan calls for extending the present teacher retirement systems to include all public-school employees. Such a system is in operation in Pennsylvania where their, "State School Employees' Retirement Act" has been operating satisfactorily for many years. Other plans would call for a separate system for employees other than teachers, or for combining custodians with city employees. The first system, namely that of including all public-school employees under one plan, appears to be the better.

There are some difficulties in connection with extending teachers' retirement sys-

tems to cover all public-school employees. These difficulties concern the need for additional funds, the fact that janitors as a group are rather old, and the fact that janitors often do not have long terms of service. The problem of short terms of service is especially difficult in smaller school systems.

Inclusion of all public school employees under the teachers' retirement system requires more money with which to pay annuities. This could be obtained from percentage deductions on the part of the worker similar to those provided for teachers and from additional financial support from the state similar to the financial support now given the teachers' retirement system.

A bigger problem centers around the fact that janitors, clerks, and other nonteaching employees differ greatly from teachers in the matter of age and service. In the majority of cases, the teacher's service bears a direct relationship to the teacher's age, but this is not true of janitors. For example, the teacher who is 32 years of age generally has taught about ten years, but the janitor who is thirty-two may have just started to work for the school board. Also, a teacher who is 50 years of age generally has taught 25 or more years, whereas a janitor at age 50 may have just started to work with the schools or may have worked with the schools for only four or five years.

The Michigan Teachers' Retirement Fund Board has been studying this problem in connection with plans to include all public school employees under their teacher retirement system. At the present time this study is not complete, but figures have been assembled concerning the age and service of 525 janitors. This represents only about one fifth of the janitors in service, but the study does give some idea as to the record of this type of employee. The table given below classifies these janitors by age groups.

From this table, it is quite apparent that the larger number of janitors are in the higher age groups. The median age for these janitors is 54.04 years whereas the

Michigan Janitors Classified by Age Groups

Age Group	Number of Janitors	Per Cent of Total
75-79	7	1.32
70-74	34	6.47
65-69	63	12.00
60-64	70	13.33
55-59	72	13.71
50-54	86	16.38
45-49	66	12.57
40-44	51	9.70
35-39	34	6.47
30-34	15	2.87
25-29	15	2.87
20-24	12	2.28
	525	99.97

median age for teachers in Michigan is 31.5 years. Of the 525 janitors studied, 174 were over age 60, but only twenty-three had been in service for 25 years or more. The following table indicates the service record of this group.

Michigan Janitors Classified According to Years of Service

Years of Service	Number of Janitors	Per Cent of Total
1	54	10.28
2	36	6.85
3	44	8.38
4	23	4.38
5	19	3.61
6	25	4.76
7	32	6.09
8	40	7.61
9	22	4.19
10	34	6.47
11	20	3.80
12	25	4.76
13	28	5.32
14	19	3.61
15	22	4.19
16	9	1.71
17	11	2.09
18	8	1.52
19	7	1.32
20	10	1.90
21	4	.76
22	6	1.12
23	3	.57
24	1	.19
25	2	.38
26	6	1.14
27	2	.38
28	3	.57
29	4	.76
30	3	.57
31	1	.19
32	0	.00
33	0	.00
34	2	.38
35	0	.00
	525	99.85

The median service record of this group was 8.73 years. All available information seems to indicate that the age of janitors is rather high compared with teachers, and that their average term of service is rather low. Almost all retirement systems require a minimum of at least 25 years of service and many require 30 years. Likewise, retirement systems generally set up an age for retirement of 60 or 65. The Michigan figures seem to indicate that most janitors would qualify as to age before they have been in service long enough to qualify for an annuity. It would be very difficult to lower the service requirement for janitors without lowering that for teachers. Yet very few janitors could qualify for a pension if 25 years of service were required.

These problems connected with setting up a retirement system for all public-school employees are not insurmountable. It should be possible in the future to expand present teachers' retirement laws so that they will include all public-school employees. The benefits of such a plan are numerous. A retirement system for all school employees would be more likely to

<sup>1</sup>Secretary, Michigan Teachers Retirement Fund Board, Lansing, Mich.

<sup>2</sup>Pennsylvania has a Public School Employees Retirement System which covers all school employees.



receive favorable consideration from the state legislatures and would be freer from legislative attempts to repeal or alter the plan. Janitors, clerks, and other nonteaching employees are likely to exert more political influence than teachers. Also, the increased numbers which would be included under the expanded system would give it strength and stability. These benefits should appeal to teachers who otherwise might be opposed to having janitors and clerks share the provisions of their retirement system.

The problem of providing pensions for janitors, clerks, and other nonteaching

school employees is one which must be met by school boards in the near future. As social security becomes operative through the Federal Act, these nonteaching employees will be discriminated against unless a retirement system is provided for them. The solution should be worked out on a state-wide basis. School-board members and school superintendents could well afford to work toward getting their states to attempt some plan to provide social security for nonteaching school employees. The logical way of doing this appears to be to expand the teachers' retirement system so that it will become a public-school

employees' retirement system. In working toward the accomplishment of this goal, the first step would be to study the nonteaching personnel of the state in order to determine the facts necessary for setting up a retirement system. It would also be advantageous to secure the co-operation of the teachers and to make sure that teachers understand the advantages of including all school employees under their system. It would also be well to interest the nonteaching employees in working toward the establishment of a retirement system which would include all public school employees.

## New Warehouse and Maintenance Building for Fresno City Schools

O. S. Hubbard<sup>1</sup>

For many years the schools of Fresno City, California, had been without adequate facilities for housing the maintenance department. A rambling, unsightly, wooden structure, condemned as a fire hazard by the Fire Prevention Bureau had been used for the purpose. The fact that the building was located in a residential district brought periodic petitions from the

citizens of the neighborhood asking that it be removed.

The district was in worse condition so far as warehousing facilities were concerned. It had never owned a warehouse. Furniture, supplies, etc., were stored in empty schoolrooms wherever available in various parts of the district. Then fortune smiled on Fresno and set in motion a chain of unexpected events which led to the erec-

tion of a splendid combined warehouse and maintenance building and a new modern administration building.

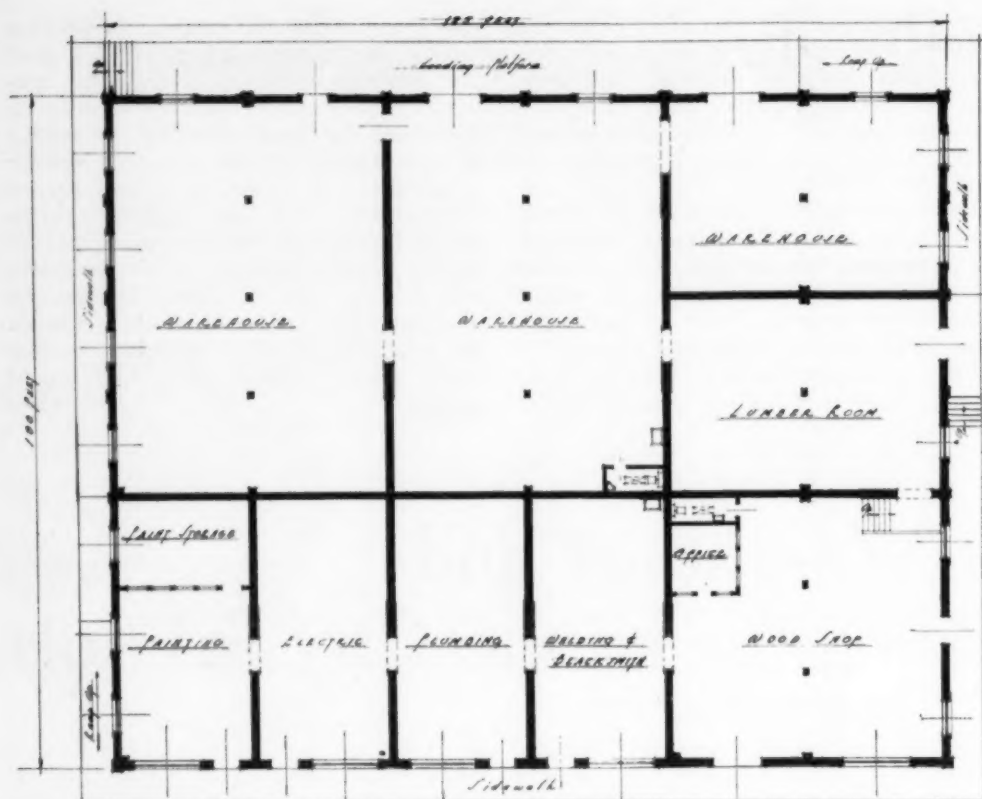
The municipality of Fresno had received a Public Works Administration grant for a new civic auditorium. The problem was to find a site for the building which would be centrally located, embracing an entire city block, and adequate for purposes of landscaping, etc. The site of the former

<sup>1</sup>Former Superintendent, Fresno City Schools.



*View of the Warehouse and Maintenance Building, Fresno City Schools, Fresno, California, showing front and loading platform on the side. The warehouse is included in the taller section of the building, the maintenance department, in the lower.*





Floor Plan, Warehouse and Maintenance Building, Fresno, California.—Franklin & Kump, Architects, Fresno, California.

school building, since converted to administrative purposes, met all of these specifications. This building was well adapted for housing the board of education and the administrative staff, but the site was far larger than was necessary.

The upshot of the matter was that the municipality of Fresno purchased this site from the school district for the sum of \$80,000, the school district reserving the right to the buildings, fences, etc., on the property. This was the first of the chain of events referred to.

The board of education then applied for and received a PWA grant in the amount of \$56,000 which, added to the \$80,000, was utilized to purchase a site in the projected civic center and to erect a new administration building. This was fortunate event number two. However, that is another story.

The board was next allowed a WPA grant for wrecking the old administration building and salvaging the materials thereof. Lucky event number three.

Having decided, in advance, to utilize the salvaged material in a new warehouse and maintenance building to be erected on a large, centrally located site, a former school location, the board first fenced this site with the six-foot steel fence which had been around the old administration building. To this site the bricks, lumber, and other building materials were trucked for salvaging as they were removed from the old administration building. The value of the salvaged materials was estimated at approximately \$20,000.

The board employed the firm of Franklin & Kump, Fresno architects, to draw the plans.

The building is 100 by 125 ft. The warehouse rooms, four in number, occupy a space of 60 by 125 ft., and the floors are on a level with the loading platform which is truck height and runs the entire length of the building.

The maintenance department occupies a space of 40 by 125 ft. and is built at ground level. This department has a large mill-cabinet shop and smaller shops for painting, plumbing, welding, and electrical work. The partitions between the warehouse and the shops, are of brick. Large sliding doors covered with sheet metal provide access between the various shop rooms.

The building was erected according to specifications laid down by the State Department of Architecture for school buildings, which means that the walls are strongly reinforced with steel. An idea of the strength of the building may be gleaned from the remark which one of the building inspectors was overheard to make. He said, "If we ever have an earthquake in Fresno the first thing I shall do will be to take a look at this building. If it is a wreck then I won't look any farther. I'll know that every building in town has been wrecked."

The building is finished in warm gray stucco with dull red border. A loading platform with ramp at one end is on the east side of the building. Cement sidewalks surround the building on the three other sides. The building is well lighted and ventilated.

The site has been adequately landscaped to completely hide the unsightly collection of miscellaneous building materials, plumbing equipment, etc., which every school

district accumulates in the course of a few years. All in all, building and site are a credit to Fresno and to the district in which they are located.

The board of education invested about \$30,000 from current revenues in the new structure to pay for labor, additional building materials, architects' fees, etc. The building has an evaluation of approximately \$50,000.

By the way of recapitulation and to show how one fortunate circumstance may lead to a series of others:

1. The school district sold the old administration site to the city for.... \$ 80,000
  2. The Public Works Administration granted for a new administration building and site..... 56,000
  3. The Works Progress Administration allowed a project for wrecking old administration building and salvaging materials. Estimated value of salvaged materials ..... 20,000
- \$156,000
4. Amount from current budget, added to value of salvaged materials to complete warehouse and shop building ..... \$ 30,000
  5. Total evaluation of newly acquired properties..... \$186,000

The financial outlays for all of the above purposes represent expenditures on the part of the Federal Government, the city, and the school district of \$186,000. Seventy-six thousand dollars of this amount, 41 per cent, represents a clear gain for the school district. Another gain for the school district inheres in the fact that the valuation of a costly site, which for the most part represented a dead loss so far as its value for administrative purposes is concerned, was transmuted into a less valuable site and a more adequate administration building.

The by-products resulting from the series of transactions are also worthy of enumeration:

1. Through the sale of a site too large for the purposes of an administration building the board of education made available a splendid location for a fine new civic auditorium.
2. The purchase of a site for the new administration building made possible the erection of a modern building on a site formerly occupied by an old dilapidated residence. The new building will adorn the civic center whose full realization it should hasten.
3. The erection of a new warehouse and shop building made it possible for the board to remove an eyesore from a residential district and at the same time eliminate a source of community irritation. This will raise the value of the residential property and enable the board, when the opportunity presents, to sell the old shop site, thereby returning it to the assessment rolls.
4. The utilization of a vacant lot for the warehouse and maintenance building has contributed to the upbuilding of the city.
5. Last but not least, is the fact that the school district has acquired two useful buildings without having to go into debt for them. Aside from an outlay of \$30,000 of current revenue, the new properties represent a transmuting of old, into newer and more useful properties.

♦ The board of education of Toledo, Ohio, has adopted a health program whereby more intensive service will be given. Special attention will be given to combat tuberculosis among school children. Fresh air classes will be maintained. Dr. Brockway's program contemplates medical examinations for teachers and the nonteaching employees.

# Girls Lead in Progress Through School

George R. Johnson<sup>1</sup>

"Our schools as they now exist are better fitted to the needs and natures of the girl than the boy pupils." So concluded Dr. Leonard P. Ayres<sup>2</sup> in 1909 after a comprehensive study sponsored by the Russell Sage Foundation on the subject of "Laggards in Our Schools." Nearly thirty years later it is necessary to say the same thing, but for reasons which are identical only in part.

The schools are not eliminating the boys from membership today at the high rate to which Dr. Ayres called attention in 1909. In fact, the ratio of boys and girls in the high-school graduating classes of St. Louis was nine to one in favor of the girls in 1880; and since then that ratio has gradually approached equality until it actually became 50-50 on a percentage basis in 1931. Moreover, the upward trend in the ratio of boys to girls has continued since 1931; and today the number of boys graduating from our high schools actually exceeds that of the girls (see Fig. 1).

This constant growth in the ratio of boys to girls among the high-school graduates does not appear to be a result of any improvement in the adaptation of the school to the nature and needs of the boys, but rather to extraneous circumstances. Industry in the past fifty years has had a pronounced growth away from child labor. This has been true particularly in the types of industry where boys might be employed. The employment of boys between the ages of 10 and 17, for example, dropped from 22.2 per cent in 1920 to 14.9 per cent in 1930. The tendency for boys to remain in school, therefore, is due mainly to a social pressure to keep them out of employment, and at the same time out of idleness, rather than to a newly created interest on the part of boys for school activities.

Other conditions which Dr. Ayres reported in 1909 as a basis for his conclusion that the schools are better suited to the girls, seem even worse today than they were then. Boys are continuing to fail in their studies at a much higher rate than the girls; they are continuing to constitute a vast majority of the repeaters; they are continuing to be retarded gradually year by year from the kindergarten to college. On the average, boys are graduating from the high school now at an age six months higher than that of the girls, although starting in the kindergarten at the same average age and with the same average ability according to tests (see Table I).

TABLE I. Significant Data from the Records of Seven High Schools in St. Louis for One Semester

Significant Facts	Boys	Girls
Number of courses repeated first time .....	2,110	1,517
Number of courses repeated second time .....	337	166
Number of courses repeated third time or more ..	71	19
Total number of courses taken .....	28,850	29,238
Median I.Q. of pupils .....	105.3	104.8
Per cent of failure at end of term .....	8.5	5.0
Graduating class, average age in years .....	17.7	17.1
Graduating class, average number of years required for four-year course .....	4.2	4.0

A random sampling of pupil records examined by the Division of Test and Measurements last year revealed an average daily attendance in the first grade of 230 days by the boys and 218 days by the girls. Although this fact indicates that the curriculum designed for a school year of 200 days is too heavy to be completed by the average pupil, either boy or girl, in that time, it indicates with equal emphasis that in comparison with the girls, the boys are off to a bad start. When we discover, moreover, that the entire class of boys graduating from the high schools in 1935-36 required, on the average, 4.2 years to complete the high-school course while the entire class of girls graduating with them required no extra time on the average to complete the four-year course, it appears that the boys had a bad finish as well as a bad start.

<sup>1</sup>Director of Tests and Measurements, Board of Education, St. Louis, Mo.

<sup>2</sup>Ayres, Leonard P., "Laggards in Our Schools," p. 158, Russell Sage Foundation, 1909.

The fact that nearly all discipline cases are boys is another symptom of maladjustment worthy of citation. Rarely does it happen that a girl is suspended from school. Rarely do teachers and principals name girls as being acute problem cases. In a recent inquiry asking a number of principals to recommend for special diagnosis four or five pupils whom they considered the most difficult from the standpoint of time, effort, and concern on the part of the principal and teachers, boys were named in 90 per cent of the cases. The social adjustment of boys to school life is unquestionably poorer than that of girls. On the whole, however, these boys come from the same homes as their sisters. They are expected to gain a standing in society which will make them equally as good citizens as their sisters. Presumably, therefore, the maladjustment as a whole is not due to any inferior quality of the boys, or any poorer home environment, but rather to a school system which is less suited to their nature and their needs. It is not impossible that the preponderance of boys in juvenile delinquency is due in some measure to this fact.

## The Feminine Influence of Teachers

Dr. Ayres assumed in 1909 that the cause of the situation which he deplored was to be found in what he called the "over-

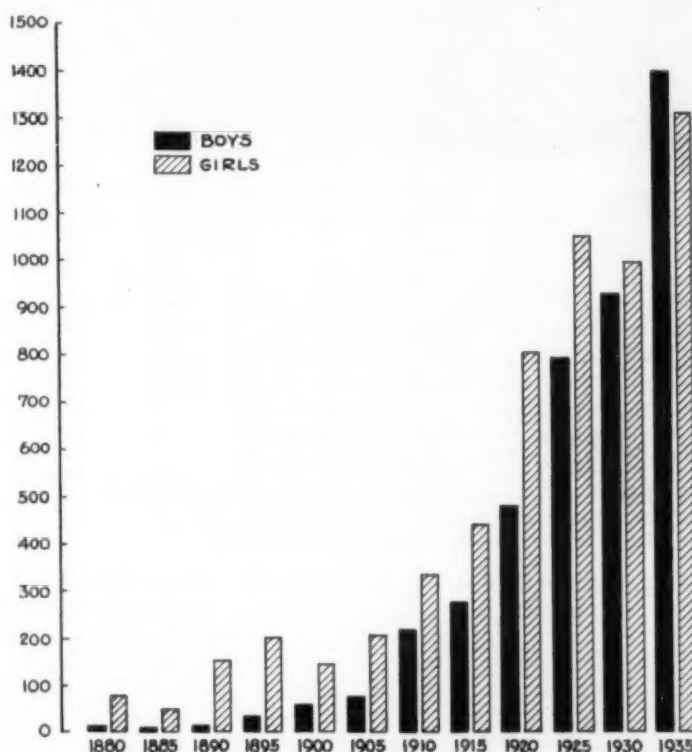


FIGURE 1. NUMBERS OF BOYS AND GIRLS GRADUATING FROM HIGH SCHOOLS IN ST. LOUIS AT FIVE YEAR INTERVALS SINCE 1880

Year:	1880	1885	1890	1895	1900	1905	1910	1915	1920	1925	1930	1935
Boys	12	8	13	36	62	78	220	275	479	798	929	1401
Girls	78	49	162	202	147	204	335	440	806	1061	995	1312

feminization" of the schools. He stated, however, that scientific evidence at hand was not then sufficient to prove it. Some of the evidence collected in recent surveys tends to support the assumption expressed by Dr. Ayres. Standard tests of general achievement given at the time of graduation to all pupils in the St. Louis high schools, and tests of specific achievement in the subjects of physics, algebra, Latin, Spanish, French, German, and general science given to all pupils at the end of the course, show that in all of these standard tests except the one in German, in which the enrollment was small enough to make the showing probably accidental, the boys of the high school excelled the girls



in their standing. In most of the tests the standing of the boys was very distinctly higher than that of the girls. In the face of this fact, however, boys received lower class grades by nearly five points, and drew a large majority of the failures. In classes taught by men, however, the failures of boys was about equal to those of girls. Likewise, the grades awarded to boys and girls were approximately the same. The excessive failures on the part of boys and the lower grades attained by them on the average were due, therefore, mainly to grades issued by the women.

Since a majority of the high-school teachers are women, this difference in their standards of grading probably accounts for the fact that the boys require more than four years and two months on the average to finish the high-school course while girls are completing the course in exactly four years. It also has the effect of conferring nearly all of the high-school honors upon the girls, whether honors be expressed in the diploma of graduation or attested by election to the National Honor Society. An examination also of the rank in class shows that nearly two thirds of the girls in every high-school graduating class are found in the upper half of the class while nearly two thirds of the boys are in the lower half. Offsetting this fact, a stacking of the general high-school achievement tests in the order of highest to lowest scores resulted in placing nearly two thirds of the boys in the upper half and two thirds of the girls in the lower half. These conditions characterized each graduating class separately in each of the high schools, varying only slightly in degree (see Table II).

TABLE II. Per Cent of Boys and Per Cent of Girls in the Upper Half and in the Lower Half of the Graduating Class in Each of Seven High Schools as Ranked (1) by Achievement Tests, (2) by Scholarship Marks, and (3) by a Psychological Aptitude Test

Ranked	School	(1)		(2)		(3)	
		Achievement Tests		Scholarship Marks		Mental Test	
		Per Boys	Per Girls	Per Boys	Per Girls	Per Boys	Per Girls
Upper Half	A	63	37	39	61	53	47
Lower Half	A	37	63	61	39	47	53
Upper Half	B	60	40	44	56	52	48
Lower Half	B	40	60	56	44	48	52
Upper Half	C	67	33	38	62	47	53
Lower Half	C	33	67	62	38	53	47
Upper Half	D	59	41	42	58	55	45
Lower Half	D	41	59	58	42	45	55
Upper Half	E	64	36	38	62	50	50
Lower Half	E	36	64	62	38	50	50
Upper Half	F	60	40	46	54	52	48
Lower Half	F	40	60	54	46	48	52
Upper Half	G	57	43	42	58	50	50
Lower Half	G	43	57	58	42	50	50
Upper Half	All	61	39	41	59	51	49
Lower Half	All	39	61	59	41	49	51

(1) Based on total score, Sones-Harry High School Achievement Tests.

(2) Based on grades in all courses taken in the high school.

(3) Based on total score, Ohio Psychological Test.

The condition which Dr. Ayres termed "overfeminization" is not to be construed in a personal way or as meaning that women are in any respect inferior to men as teachers. It means, rather, that the subjective standards of judgment applied by women to requirements for completing a course or obtaining a grade are possibly too feminine in kind and nature to arouse interest on the part of the boys. It means, possibly, that the details of the curriculum, which are after all chosen by the teacher, find a place in the class discussion because they are derived from the field of a woman's interest. If the experience of past ages has contributed anything to sex differences in psychology, it has tended undoubtedly to make the masculine mind more inventive, more inclined to disregard such niceties of form as neat margins and straight lines, more interested in exploration than routine; and it has, at the same time, made the feminine mind more willing to follow the beaten paths in preference to blazing new trails, more willing to endure and to comply rather than revolt, more ready to pursue routine rather than adventure. When school methods and school curriculums are largely the result of women's ways of thinking and women's interests, a situation is created whereby social adjustment on the part of the boys is rendered unequally difficult.

The effect of selecting details of the curriculum from experience

familiar to women can be illustrated best by a concrete example. Among 100 questions answered by pupils in general science are some on which girls succeeded better than the boys, and others on which boys succeeded better than the girls. The questions which boys answered correctly more often than the girls are derived obviously from experience which is more common to boys than to girls in their daily living. Likewise, the questions which girls answered correctly more often than the boys are drawn from experience that occurs more frequently in the daily activities of the girls.

#### Five Questions Answered Better by the Boys

1. One element being carbon, which is the other element in a dry cell — zinc, iron, copper, aluminum, or lead?
2. Which is the best conductor of electricity — water, copper, iron, wood, or glass?
3. Is the device used for decreasing or increasing the voltage of an alternating current a meter, a transformer, a rectifier, a condenser, or a commutator?
4. Which protects soil from erosion — vegetation, irrigation, reclamation, fertilization, or cultivation?
5. Which causes an automobile to skid often when turning a sharp curve — friction, weight, horse power, potential energy, or inertia?

#### Five Questions Answered Better by the Girls

1. Which is the most nearly complete food — milk, bread, meat, oatmeal, or rice?
2. Are sugar and starch known as proteins, fats, carbohydrates, vitamins, or elements?
3. In which is the largest percentage of carbohydrates found — meat, potatoes, eggs, milk, or green beans?
4. Which most nearly meet the needs of the body for vitamins — beef, sugar, white bread, butter, or cabbage?
5. Is the material used in making artificial silk — straw, wool, waste paper, cotton, or linen?

It is easy to examine standardized test questions with reference to the type of experience represented, but it is difficult to study the details of discussions employed by teachers to interpret the course of study. Some of the tests in use contain a majority of questions that represent the experience of boys more generally than the experience of girls. On these tests the boys have secured higher scores. It is probably true likewise that the details of the curriculum in classes where girls obtained higher grades emphasized items drawn from the experience of girls, but not enough scientific evidence has been assembled to affirm or deny this hypothesis. It does seem, however, entirely reasonable and probable that a curriculum outline containing provision for discussing the subject of ammonia, for example, might be interpreted for the pupils by a woman in terms of the use of ammonia in various household activities, while at the same time and for the same class the subject might be interpreted by a man in terms of its use in ice factories or in other forms of mechanical refrigeration. Quite obviously the first interpretation would appeal more to girls and the latter to boys. Although a scientific investigation of this problem would be tedious, a careful study should be made to determine the extent and the effect of such differences in pedagogical practice. Such a study should include types of prescribed manners in classroom behavior, types of assigned homework, types of materials used as media for instruction, and many other elements of school conduct which conceivably might serve to alienate the good will and interest of boys more definitely than the detailed discussion or interpretation of the subject matter itself.

It must be conceded that there is not any purposeful or even conscious discrimination against boys by women who teach; on the contrary, those activities which have the effect of discrimination are applied unconsciously through the use of subjective standards that have not been submitted to any tests. The evidence indicates, moreover, that some men imitate the methods adopted by women and vice versa. The response, therefore, need not be the appointment of men to displace women in the teaching profession. Correction of the fault that is called overfeminization lies rather in the direction of a pedagogical adaptation. It must be found in a conscious development of methods and materials that are suitable equally to boys and to girls. Women should be able to adopt and apply such a corrective measure as well as men; they need only to ascertain scientifically what it is and then use it thoughtfully for the purpose of promoting justice in the classroom.

# Self-Supporting Summer Schools

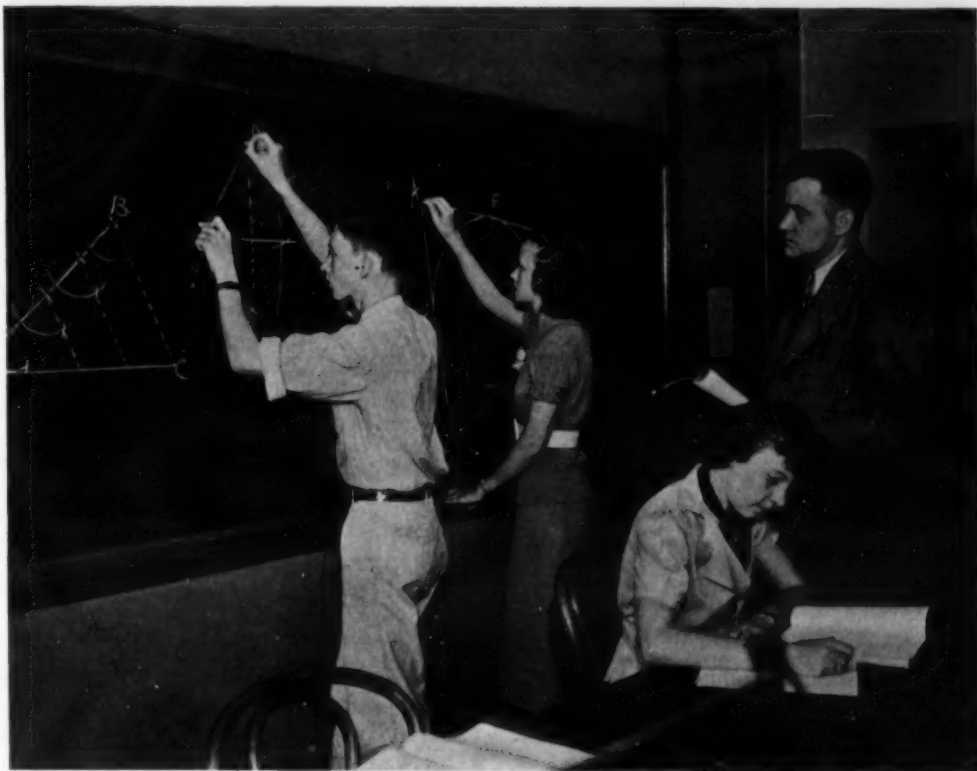
John E. Lee<sup>1</sup>

The question of financing the summer high schools is usually settled by the board of education's decision to adopt one of six policies, which may be stated briefly as follows: (1) The board may make no provision for summer instruction. (2) It may allow certain private agencies to assume such responsibility. (3) It may operate free summer schools at public expense. (4) It may subsidize the schools to the extent of charging a tuition that will meet only a part of the operating costs. (5) It may put the schools on an entirely self-supporting basis. (6) It may operate the schools not only as self-supporting schools but as profit-making ones as well. Undoubtedly a case can be made for any of the policies.

Of course it should be apparent that to operate a summer high school efficiently a city must be fairly large. If such schools are not conducted in large metropolitan centers, their absence probably is due to indifference, official opposition, or the force of tradition. In considering summer-school plans, one should not overlook the fact that the most expensive type, the tuition-free school, need not increase high-school costs appreciably in a well-organized school system, since some of the cost of instruction can legitimately be charged to the regularly operated schools.

Although the writer is strongly biased in favor of policy 5, that of operating self-supporting schools, a critical study is welcome of the plan as it has been operated for five years in Cleveland.

As an economy measure during the depression, the Cleveland board of education abandoned for one year all summer schools—elementary and junior and senior high schools. The following year, 1933, the board approved the opening of not more than three of its thirteen senior high schools on a self-supporting basis. The idea was especially challenging when launched. Pupils never had been required to pay tuition, and the teachers could not be assured that a definite salary would be paid. An attempt was made to operate three schools so located as to serve the entire area of Cleveland. The first year, two schools were able to open and to operate successfully, as a result of hard work of the directors in promoting the plan among the various schools. The next year the third school opened, and since then the idea has steadily gained in acceptance. A study of the plan and its growth of five years may permit the reader to profit by the experience of this city. Table I shows the development of five years of self-supporting high schools in Cleveland. In all probability the apparent progress not only indicates emergence from the depression but



*The summer school work in Cleveland involves a great deal of individual teaching with small groups. A math class in operation at the John Adams Summer School is illustrated.*

also acceptance of the plan as it has operated. It will be noted that the three schools are listed as schools A, B, C. For each year the total number of pupils and pupil courses is given along with those of the schools.

**TABLE I. The Growth of the Summer Schools of Cleveland, Ohio**

		School School School			
		A	B	C	Total
1933	Pupils . . . .	0	334	663	997
	Pupil courses	0	530	1012	1542
1934	Pupils . . . .	297	470	977	1744
	Pupil courses	400	735	1510	2645
1935	Pupils . . . .	464	521	1214	2199
	Pupil courses	720	816	1862	3398
1936	Pupils . . . .	669	647	1262	2578
	Pupil courses	1020	1037	1886	3943
1937	Pupils . . . .	806	883	1127	2816
	Pupil courses	1300	1458	1766	4524

## Administrative Organization

Preliminary to organizing the schools, the board of education adopts a resolution authorizing the first assistant superintendent of schools to organize the summer schools, subject to regulations adopted for the previous years. The plan provides for operation of the schools on an entirely self-supporting basis. The salaries of teachers and the cost of all cleaning, clerical service, and supplies are paid from the tuition collected.

Three assistant principals of the senior high schools were named directors of the schools, one of whom was designated as chairman. Following their appointment, the directors met as a committee and decided upon policies and procedures, subject to the approval of the assistant superintendent in charge of senior high schools. This plan has been followed in subsequent years.

## Informing Pupils of Summer-School Opportunities

Since pupils are not compelled to go to summer school, it is necessary to develop an interest in the undertaking. In Cleveland it has been found that pupils must be made "summer-school conscious" several months in advance. The achieving of this objective depends on the co-operation of the contributing schools. It is not to be inferred from this that schools need to urge pupils to attend summer school. However, it does become the responsibility of the summer-school directors to have the students adequately informed as to the summer opportunities.

Developing this appreciation involves careful planning and hard work. Early in March an announcement of summer school is made to each principal, who is asked to have his teachers file written applications for summer positions. Shortly afterward, each principal is interviewed concerning

<sup>1</sup>Assistant Principal Central High School, and Director of John Adams Summer School, Cleveland, Ohio.





*Classes in the Cleveland summer schools are comparatively small so that individual difficulties of students may have the attention of teachers.*

available teachers. About the same time that the teachers receive their appointments posters are placed in all contributing junior and senior high schools. The next step is for the director to deliver to the schools folders outlining the subject offerings and the schedule. This material is printed in quantity sufficient to allow several copies for every home room. Along with these bulletins are sent "pupil-request cards" for summer work. They are filled out, for the most part, in the home rooms where the pupils' home-room teachers advise them about the program. These cards are in the hands of the director of each school before the last day of the regular school term. Although a number of pupils come to summer school without having previously filled out cards, the routine followed does serve to publicize the summer school well in advance of its opening.

#### **Determining the Subject Offering**

The value of sending out pupil-request cards with the publicity material is that it enables the summer-school directors to determine rather accurately the trend of the subject elections. In 1933 and in 1934 the summaries of the requests definitely determined the program offering. Since then it has been possible to make tentative schedules before the students made their requests. By this procedure, the pupils select subjects and class periods in advance, and as a result avoid the disappointment of electing subjects not offered or in conflict in the schedule.

At present the pupil's request card for summer-school subjects serves two purposes. First, it shows that the home school approves the pupil's request, and secondly it offers a fairly accurate means of de-

termining the class sections required for each subject. It is also a fairly good estimate of the total enrollment. Pupils are allowed to fill out these cards during an interval of about six weeks. One interesting development has been that the number of request cards for any subject has been about the same as the number of pupils actually reporting, although many of the pupils in the classes have not filled out cards in advance.

#### **Selection of Teachers**

In the selection of teachers, the Cleveland policy has been to consider both the candidates' teaching ability and financial need. As a first step, the teacher makes a written application, stating the subject regularly taught, annual salary, reason for wanting summer work, and previous summer-school experience. These applications narrow down the candidates from the total number of teachers in the system to those actually wishing summer employment. Once the applications are collected, they are classified by subjects.

The next step is the ranking of teachers in each subject field. At this point the aid of the thirteen regular school principals is enlisted. Each principal knows that his school will probably be represented by one teacher for each thirty-five or forty pupils who attended summer school the previous year. With this fact in mind, the principal gives his appraisal of the teaching ability and the financial needs of each applicant from his building.

This double ranking of teachers develops some interesting complications. Not infrequently the teacher ranked high in teaching ability is comparatively well off financially, and of course the case of the

needy teacher of lesser ability is not at all rare. The necessity for placing merit ahead of need usually provides the answer to the question. Another troublesome question concerns the plan of giving each school a number of teaching positions based on the number of pupils contributed the previous summer. As the scheme works out, the school which houses the summer session has an appreciable advantage. Another practical handicap is that teachers working in an impoverished neighborhood of the city have less opportunity for getting employment than do those working in more favored areas. On the whole, the method of apportioning teachers works fairly well. In practice its operation is likely to be seasoned with some administrative expediency and exceptions to the rule.

After the teachers have been ranked, the assistant superintendent and the three directors of the schools as a committee consider the applications. Following their selection, the teachers are notified of their appointments several weeks in advance of the end of the regular school year, in order that they may make their plans for the summer work.

Despite the pains with which the faculties are selected, it is impossible to employ all the deserving candidates. As a matter of fact, in no one year has employment been afforded more than one half of the well-qualified teachers. In an attempt to correct this unfortunate circumstance, the teachers have been rotated as much as possible, and in some instances have been given half-time appointments.

Just how important is the criterion used in the selection of summer teachers? On the side of merit is the fact that best teachers are none too good for the summer schools, since ideally, the stronger teachers should be used. On the side of need is the contention that any teacher good enough to teach in regular school is good enough for summer-school service. However, since many of the pupils are failures, it is undoubtedly better to provide the most expert teachers available.

#### **Salaries Paid**

The payment that teachers receive has been determined by pooling the tuition, after the expenses are paid, and then prorating the remainder among the teachers. Five years ago, summer schools were established with the idea of a probable base pay of \$100 a month for a teaching load of two classes. The salaries increased gradually to the point where the teachers during the last two summers have received approximately \$300 for teaching two 90-minute class periods for a period of eight weeks. Incidentally, it is interesting to note that salary increases in the self-supporting summer schools have advanced pretty much the same as other salaries since the time that the depression was at its worst. During the time that the board of education ran free summer schools, each teacher was given a salary dependent on

his position on the city salary schedule.

The current plan provides for equal pay in any one school for all teachers having two classes. This means that the teacher's salary for the regular school year is disregarded, just as is the total number of pupils enrolled by each teacher. In the event that a teacher is assigned only one class, he is paid one half as much as a teacher assigned two classes. In keeping with the plan is the fact that the director of each school is paid for three periods of supervision at the same rate as that of the teachers.

Since there are three schools in the city, there is always some variation in the salaries. Nevertheless, a rather successful attempt has been made to keep the salaries of the three schools at about the same figure. Obviously, the only way to assure equal pay would be to pool their funds of the three schools. Whether the advantages of such a procedure outweigh the disadvantages is of course open to question.

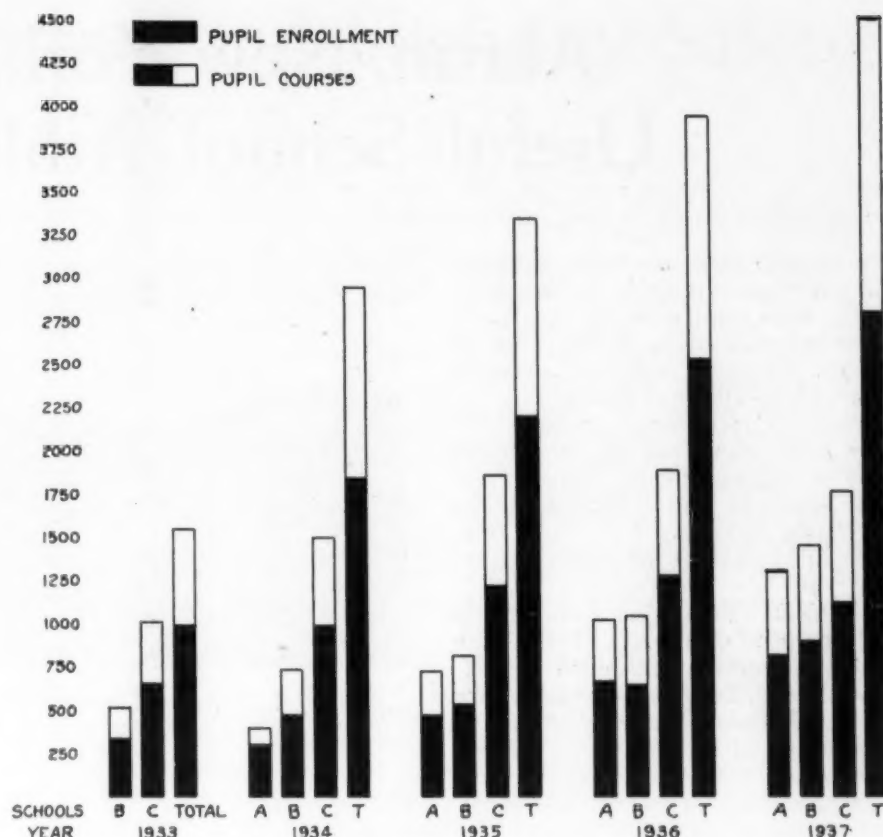
During the five years the salaries have progressed from about the lowest possible rate to one that is fairly adequate. At least, it is sufficiently high to attract some of the best teachers in the system.

### Maintaining Standards

Summer high schools, especially self-supporting ones, must be prepared to meet two types of criticism. It is sometimes said, uncharitably, that those promoting summer schools and those teaching are interested chiefly in the compensation involved. Some principals and teachers claim, too, that the conditions of summer school prevent scholastic achievement comparable with that of regular school. One might briefly dismiss these charges by saying that the same people who hold summer-school teachers to be too interested in their pay envelopes will, on other occasions, make the same disparaging remark about the purveyors of winter instruction. In thinking of standards, it should be remembered that the student body of summer school is composed of the failure or repeater group, and those who are ambitious and serious enough to forego most of the pleasures of a vacation. With respect to the failures, one should not forget that the regular school has already applied one semester of instruction before the summer work begins. So far as the other group is concerned, it is worth noting that they are certainly more anxious for an education than the average student, and that even though the term be short and the weather hot, there are fewer subjects to concentrate upon and no extra-curricular activities to distract the attention.

Despite all this, it must be admitted that there is a danger of standards being lowered in a tuition summer school. This problem is one which must be met. The following precautions are taken in Cleveland:

1. The best teachers are employed. These motivate their regular students to high standards and can be trusted to do



Growth of the Cleveland Summer Schools.

the same in summer school. Summer teaching offers a challenge to the best instructors because of the abundance of previous failures, the shortness of the term, and longer class periods. A study of summer marks made this year at John Adams School showed a low percentage in the 80-85 range. The number of excellent students and extremely poor ones was about what one would expect.

2. The duration of the term and the class period is sufficiently long to allow a good instructor with well-organized work to cover the course. Eight weeks has been the length of the term, and 90 minutes the length of the class period.

3. The number of subjects a pupil may take is restricted. In only a few exceptional cases are students permitted to take more than two subjects. Many carry only one course.

4. The number of pupils taught by one instructor is held to a reasonable limit. No teacher is permitted to teach more than two classes.

Since the tuition rate of \$5 per pupil course has remained constant during the last five years, the growth of the schools with the resultant increasing of the average class size and the expansion of the number of class sections has provided the only means of advancing salaries. During the first three years, only one of the three schools was of sufficient size to operate as efficiently as might be hoped. However, it is gratifying to note that for the last two years all three schools have been large enough to carry their overhead easily. Previous to this year the average class size had been less than thirty-four. This year

the average size reached thirty-six, because of increased custodial costs. Although this increase did not affect the quality of instruction of a teacher with one or two classes, it seems reasonable to assume that the average will not be permitted to exceed that figure.

### Savings Effectuated by Summer School

Not the least of the virtues of the plan is that it does undoubtedly save boards of education some money, especially those of the large cities. However, there is a danger in overestimating the saving effect. Sometimes summer-school administrators in their enthusiasm state that every course passed in summer school saves the board of education the cost of one pupil course in regular school. Theoretically, the contention seems plausible, but the fact is that the pupils come from a number of schools, and within each school the pupils are so widely distributed among a number of classes that the average class sizes and pupil-per-teacher ratio are not seriously affected. Of course there is an ultimate saving, but nothing approaching that based on the assumption that boards of education can capitalize 100 per cent efficiently upon the instruction that summer school has afforded. According to figures furnished by the Cleveland Bureau of Child Accounting and Statistics, it is estimated that during the last five years the summer schools contributed well over \$200,000 worth of instruction. (That is, the total number of summer-school courses divided by four times the cost of one pupil per semester equals the value of the instruction.)

(Concluded on page 92)



# Akron, New York, Enjoys Useful School Athletic Field

One of the most modernly equipped public school athletic fields in New York State has been constructed by the Works Progress Administration in the town of Newstead. The school is situated almost in the heart of the village of Akron.

It provides recreational facilities not only for Akron pupils but also for children residing in Alabama Center, Indian Falls, Basom, Pembroke and Wolcottsville. Six school busses make two trips daily from these small hamlets to the Akron Central school.

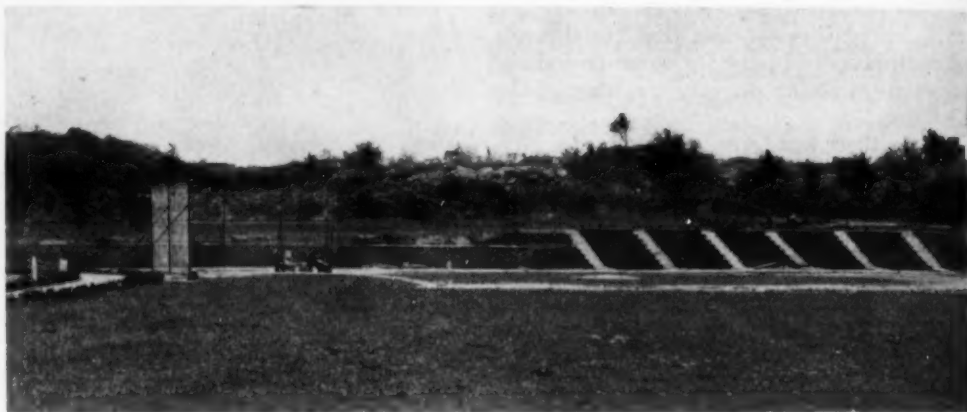
The athletic field project is costing in the neighborhood of \$16,500, of which the Federal Government contributed approximately \$12,000. Local authorities declare that it unquestionably stands out as the most attractive of its kind in all western New York and more than compares favorably with any school athletic field in the entire country.

More than 1,100 pupils, including 350 Indian boys and girls from the near-by Tonawanda reservation, attend the Akron Central school. A large addition to the main building is now being built by private contract. The total cost of the school building will approximate \$450,000.

So striking is the school athletic field, with its magnificent shrubbery and profusion of foliage, that it resembles more the private recreational ground of a costly country estate than the playground of a public school. Work on this task was originally started in 1935 and the improvement has been painstaking and gradual. Nature has lent a lavish hand in beautifying the landscape.

The land occupied by the school and athletic field covers 17 acres. A regulation football field, a baseball diamond, tennis courts, basketball courts, and a fenced-off section devoted entirely to apparatus for gymnastics and calisthenics for the younger pupils, are included in the facilities.

(Concluded on page 91)



*Portion of the baseball diamond constructed for the Akron, New York, High School. Photograph also shows the concrete bleachers erected on the embankment and a two-acre park in the background.*



*The playground area adjoining the school building and reserved for smaller school pupils.*



*General View of the Athletic Fields constructed for the Akron, New York, High School. Left: a view of the football field showing concrete bleachers erected on the embankment. Right: a portion of the baseball diamond with concrete bleachers.*

# Educating for Street and Highway Safety

Frank K. Foster<sup>1</sup>

Street and highway safety as a potential problem in school administration and curriculum construction has not achieved the general recognition which the subject warrants. Although safety instruction has occupied an important place in the curriculum of the elementary school, little effort has been made to extend the work into the high school. Obvious results of specific safety instruction in the elementary grades are indicated in the annual summaries of pedestrian-automobile accidents involving children of elementary-school age. However, an alarming increase in deaths and injuries to automobile drivers under eighteen years of age is noted when reports for 1936 are analyzed. The majority of these adolescent drivers had had specific instruction as pedestrians, but the transition from pedestrian to driver created safety problems for which no training had been provided. Without knowledge of the hazards created through untutored attitudes and inadequate manipulative skills, the stage has been set for many tragic scenes. These tragic dramas have experienced a "run" since the inception of the automobile, the tempo constantly increasing, but contrary to traditional fictional endings, the heroes and heroines do not "live happily ever after." Must we stretch our imagination to accept the challenge to prepare youth for his duties in a life so full of potential hazards in a nation on wheels?

Beginnings have been made in several secondary schools to provide instruction in street and highway safety. An aroused public opinion against the futile slaughter of thousands of persons every year is demanding an extension of traffic instruction. The basic character of adaptability in school administration according to vital demands in a changing social order is warrant that the schools will provide adequate instruction in street and highway safety. The responsibility will be met, but the issue is when and how.

## The Three E's

Three factors have been emphasized in the attack upon the hazards in street and highway traffic. Instead of the three R's, the three E's have formed the nucleus, namely: Engineering, enforcement, and education. These factors are inseparable in any program to remedy, and the hazards in traffic are basic problems in any educational program.

Engineering for street and highway safety has received support from all agencies related to street and highway traffic. Scientific research in road construction has produced a magnificent national highway system. The automobile manufacturers

have created vehicles which possess every refinement for safety. In spite of these achievements, the death and injury rates have mounted constantly. In fact, figures for 1936 indicate an all-time high of 38,500 deaths and over one million injuries attributed to the automobile. Although perfection in highway and automobile construction has not been realized, analysis discloses "error in judgment" of drivers and pedestrians as responsible for our monumental sacrifice of lives.

Custom, law, and ordinances have established a code of conduct and responsibility to apply to the operator of an automobile and to the highway pedestrian. These rules are mere guides which any prudent person would observe. Several factors appear in opposition to any general obedience to the basic rules of traffic. Inadequacy of laws and ordinances permits the development of existing bad practices. Abuse of desirable laws, where they have been established, is so frequent and flagrant that their functions tend to become obscure. Laxity and indifference in the regulation and enforcement of prudent traffic practices are partly responsible for many habits and attitudes which appear as vicious acts on the streets and highways. Actions of individuals in traffic which jeopardize others result from inadequate skill or imprudent judgment. In spite of inefficient enforcement, the elimination of hazardous practices can be achieved through modification of individual conduct and attitudes. So long as mass infractions on safe traffic practice continue, the most perfect enforcement program can do little more than reduce the frequency of offense. Permanent improvement in conduct is achieved through modification of skill and attitude which support, but do not violate, social welfare. Courtesy, prudence, and skill can be taught.

Forty million drivers — good, bad, and indifferent; twenty-eight million automobiles — excellent or unsafe, but always dangerous; three million miles of highway, hazards in every mile; and hordes of pedestrians — confused, thoughtless, and antagonistic — absence of uniform traffic-control devices, multiplicity of regulation, inadequate restrictions, and ineffective supervision of offenses by courts and police. . . . Driving privileges without adequate assurance of competence, nonregulation of mechanical safety of vehicles, and interstate confusion of regulation. . . . Then human conduct — discourtesy, ill manners, attitudes of hurry, show-off, competition between cars, and cars and pedestrians over privileges, and gross imprudence . . . *all without integrated plan or purpose.* Can we deny that it is time for the development of an educational program to remedy

conditions and to prevent the transfer of past mistakes to the citizens of tomorrow?

## An Immediate Need

Immediate results in the correction of existing chaotic practices in automobile traffic are problems of adult education. Direct instruction of the drivers and pedestrians who have passed beyond the compulsory school age is a supplementary function of public-school administration. The preventative type of education which will prepare our youth to exercise greater safety in the use of streets and highways is an immediate responsibility of all secondary education. A basic organization of street and highway safety for the high school is presented as a guide. Many schools are pioneering with specific courses in street and highway safety. Their efforts will make material contributions toward the development of appropriate instruction in traffic safety. Refinements in organization, method, and content await the concerted efforts of school administrators. The following outline suggests the main problems in traffic safety programs for secondary schools.

Organization of a high-school course on street and highway safety must be founded on fundamental principles of education. Purposes, content, procedures, and outcomes should be carefully analyzed and evaluated. The following suggestions assume that safety instruction on the elementary level has operated effectively. However, increased emphasis and universal inclusion of "safety consciousness" instruction on the elementary level will enhance any high-school program.

### *Purposes should be real and vital.*

#### *General Aims*

1. To educate high-school students for responsibilities involved in the safe operation of a motor vehicle.
2. To prepare youth to exercise prudence as pedestrians.
3. To reduce the tragic toll of traffic accidents and resultant property losses.
4. To create an active public opinion in the support of practical traffic programs.
5. To vitalize and enrich existing curriculums in high schools.

#### *Specific Aims*

1. To implant safety attitudes toward driving and walking.
2. To develop logical understanding of the physical, mental, and emotional characteristics of the driver and the pedestrian which determine the minimum margin of safety practices.
3. To evaluate the "causes of accidents" as an index for prevention and as a basis for constructive efforts in the elimination of hazards.
4. To secure proper understanding of the reasonableness of appropriate traffic codes, laws, and ordinances.
5. To teach safe driving habits under supervised instruction thereby co-ordinating skills, knowledge of safety controls, and prudence in driving.
6. To demonstrate the mechanical elements of the automobile — their functions and limitations, proper maintenance, and operation.
7. To develop applications of science, art, and social considerations in the structure and opera-

<sup>1</sup>Los Angeles, Calif.



tion of the automobile.

8. To analyze the physical characteristics of streets and highways, the importance of control devices, and their relation to momentum.

9. To prepare students for specialization in traffic activities as adult officials and technicians.

10. To teach attitudes of *courtesy* and *prudence*.

11. To qualify students for the driver's license with skills, knowledge, and attitudes far beyond the most stringent legal requirements in operation today.

Certain qualifications of the purposes of the course are indicated to rationalize the comprehensive aims suggested. The crowded curriculum restricts the allotment of time and effort which can be prescribed for the instruction. The fundamental aim of accurate skill in driving and safe practices in walking is paramount. However, the highly important and urgent need for training in attitudes must be kept in the foreground. Individual responsibility is the ultimate goal of all instruction if social participation constitutes citizenship. Any knowledge which cannot be translated into right practices in living is worthless. The transfer of faulty practices and attitudes through imitation accounts for much of the hazardous confusion in traffic today. Therefore, major efforts should be directed toward training in skill and the development of right attitudes and habits.

#### Scope of Content of a Course

Numerous outlines of courses have been suggested. Analysis of the topics reveals slight variation in the units suggested. The following list of topics is found in a recent book planned to serve the needs of high-school courses.

1. A nation on wheels.
2. What makes it go.
3. How to drive.
4. The driver—his nature and his habits.
5. The driver—his psychology and his attitudes.
6. Highways.
7. Codes of the road.
8. The art of driving.
9. The art of driving—driving under special conditions.
10. The art of driving—driving in traffic.
11. Your car and how to maintain it.
12. Automobile accidents.
13. It can be done.
14. Paying for accidents.
15. The pedestrian in the automobile age.
16. The automobile millennium.

The organization of the program of studies within the time limits of daily and weekly schedules constitutes a major administrative problem. Demands for new subjects exceed the limits of time allotment. An examination of offerings beyond requisite fundamentals reveals few courses which can be characterized as universally necessary as street and highway safety instruction.

Numerous administrative devices have been employed to include desirable instruction in the high-school program. Extracurricular programs, assembly programs, opportunity courses, and similar means have been used. Several schools have employed these means for traffic safety instruction. Integration of safety with standard courses,

mathematics, science, shop laboratories, and social studies has been employed. Practically all of these plans possess inherent weaknesses. No assurance can be given that all students will receive instruction; integration may lead to casual reference to the subject and destroy the values which rise from continuity; and efficient instruction in traffic safety demands teachers with specific training for the work. Complete recognition of traffic safety education is achieved most effectively when the subject is required and credit is allowed for the course.

#### Grade Placement and Length of Course

Several facts must be considered in the determination of the year or years in which traffic safety is offered. Interest in driving is an urge which appears in the first years of secondary school. The minimum age for the driver's license in most states is approximately sixteen. Elimination in the high school decreases the proportion of youths who would receive traffic instruction if the course is placed in the last years of high school. Emotional instability characteristic of adolescence might limit achievement if the course is offered in the first years. These conditions suggest specific adaptation to meet the needs of students on the basis of driving necessity. Assurance that all students are qualified as drivers and properly oriented in attitudes during the high-school period may require considerable flexibility in grade placement.

Prescription of the length of the course is largely arbitrary. However, the aims of the course imply the need for sustained effort over a longer period rather than restriction to the short unit offering. This end could be achieved through an offering of one period per week for one year. The motivation of the subject will secure stu-

---

#### THE VALUE OF MODERN-LANGUAGE STUDY

Unless one aims to become a philologist or perchance intends to pass his life as a courier or as a servant in a bureau of foreign travel, there is no reason why a foreign language should be studied by anyone, if knowledge of this language and facility in its use are not to be made the open door through which the student will quickly pass to some comprehension of the history, the literature, the philosophy, and the social, political, and economic systems of those people whose language it is. Far too much language study begins and ends with the technicalities of grammar and rhetoric, and far too little of it leads as a matter of course to facility in its written use. It is pathetic to find an American student who has spent two or three years upon the study of French or German or Italian or Spanish, quite unable to make any effective use of the fruits of his study when visiting either France or Germany or Italy or Spain.—*Nicholas Murray Butler*.

---

dent activity out of school, which will increase the volume and the quality of the classwork. Discretion can be employed in the allotment of periods per topic in the suggested outline of the course. The relative importance of certain topics implies greater emphasis than other topics would require.

#### Materials and Methods of Instruction

Few texts of an appropriate type for high schools are available. Volumes of supplementary material are available from many sources without point of commercial purposes. Statistical reports, charts, posters, slides, and motion pictures can be secured without cost. Student project work can develop many excellent instructional devices.

A number of well-known teaching techniques can be employed. The nature of the subject invites extended use of demonstration and the laboratory method. Certain phases of the course outline recommend the use of an automobile chassis to illustrate the purpose, function, and maintenance operations of the car.

Perhaps the most vital asset in the program is the initial effort to give actual driving instruction as a part of the course. A few schools have sponsored driving courses and the trend indicates rapid acceptance of the plan. Although the expense of a demonstration car is an added cost, the dividends from the investment should be large. The writer received instant response from a dealer in the organization of a community program and a new car was donated for the traffic safety work. Employment of driving instruction should qualify the high-school student for the driver's license and the co-ordination of class instruction with driving practice should vitalize the entire course.

#### Education of Teachers

Traffic instruction cannot be allotted to any teacher on the basis of expediency. However, the administrator will be hampered until adequately prepared teachers are available. Interested teachers should be urged to prepare for the work. Several institutions provide courses during the summer sessions. In the future many beginning teachers will be prepared to instruct in street and highway safety. Several states are demanding the preparation and a few higher institutions are establishing training courses.

This limited presentation of the traffic safety program in relation to its challenge to the secondary school requires no conclusion. The suggestions are offered as an invitation to school administrators and school boards to initiate a program of street and highway safety. The task is large, and the problem will be with us until science puts a brain in the automobile to do the thinking for the driver, but education can reduce the tragic toll which ignorance, imprudence, and discourtesy take.



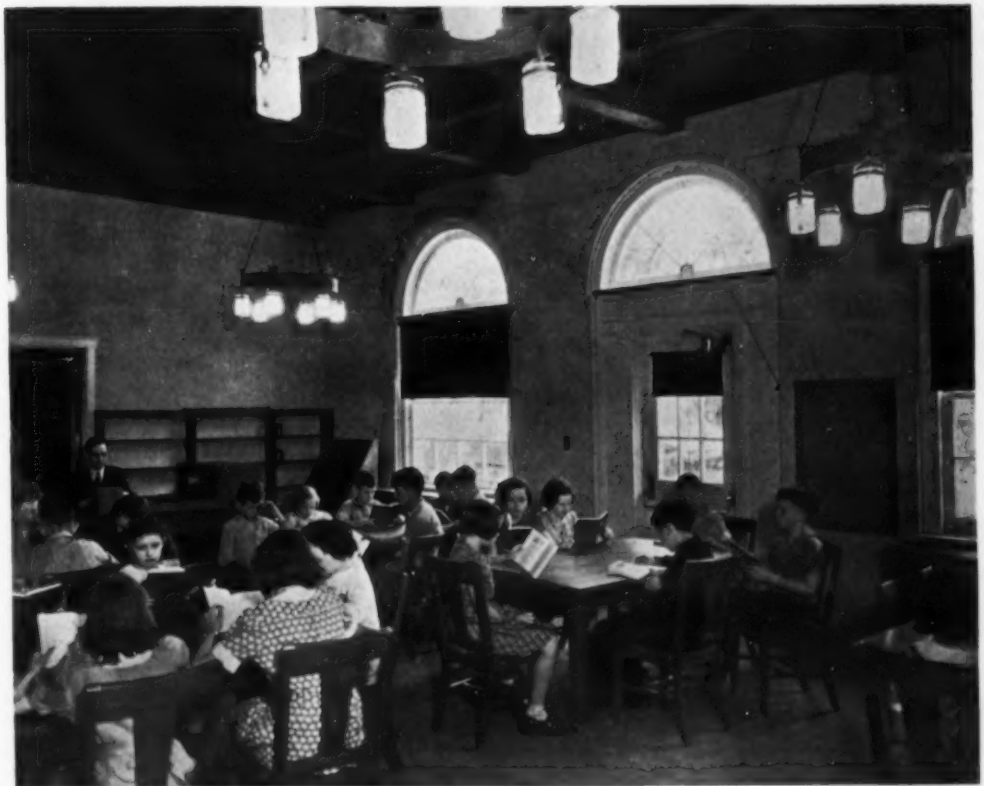
*General Exterior View, Frankfort Elementary School, Frankfort, Kentucky.—Leo L. Oberwarth & Sons, Architects, Frankfort, Kentucky.*

## An Elementary School for Community Use

The new Frankfort Elementary School at Frankfort, Kentucky, has been planned with numerous features which will make it a community center. In the planning and construction, the school authorities under the direction of Superintendent J. W. Ireland and Architects L. L. Oberwarth and Sons, have had in mind the fact that the building is to serve the adult community as well as the pupils of the kindergarten and the six grades which occupy it during the regular school day. For the children, a very complete program of academic study and of physical education, play, and work has been distinctly planned for.

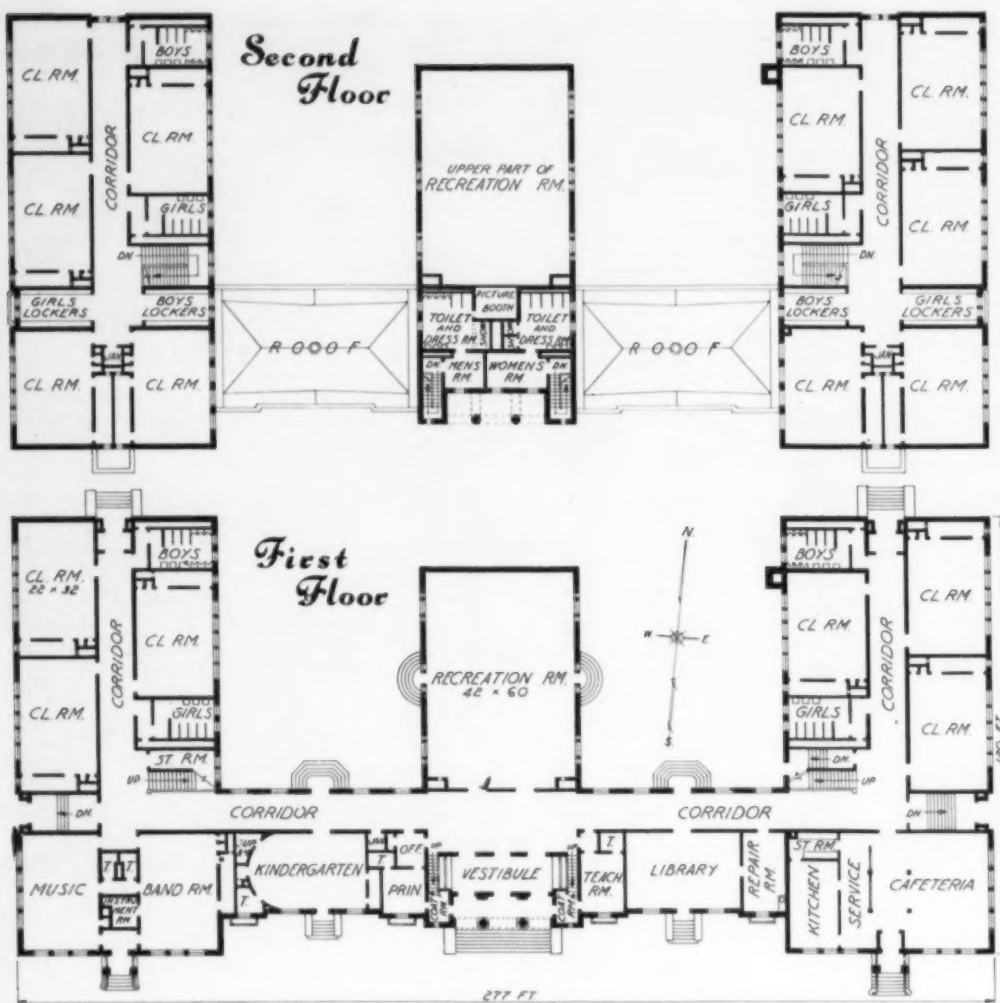
The building is in the shape of a huge letter *E* with the back or long side facing the south on a main thoroughfare of the city and the three arms extending northward toward the playground which extends to a beautiful bit of the Kentucky River. Each of the three wings is two stories in height. A corridor extends the length of the front of the building connecting all units. In this corridor there are no lockers, stairs, or other extensions; in fact, the stairs have been set back from the actual corridor area and lockers are placed in special locker rooms.

The two end wings are taken up mostly



*Library, Frankfort Elementary School, Frankfort, Kentucky.*





Floor Plans, Frankfort Elementary School, Frankfort, Kentucky. — Leo L. Oberwarth & Sons, Architects, Frankfort, Kentucky.

by classrooms, while the central unit contains the physical-education and recreation facilities. The connecting units contain the library, the teachers' room, the kindergarten, and the principal's office. The arrangement permits the classroom wings to be shut off when the building is used at night or on nonschool days by community groups.

It has been planned by the school authorities that only the fifth and sixth grades will use the stairways and the classrooms on the second floor. In other words, all the younger children will be on the ground floor and will be spared the strain of stair climbing and the dangers of possible fire and panic.

All classrooms in the building have east

or west light with some direct sun during a portion of the day. In facing the rooms consideration has been given to the fact that there will be less distraction if the pupils look out onto the playground rather than the busy street or river.

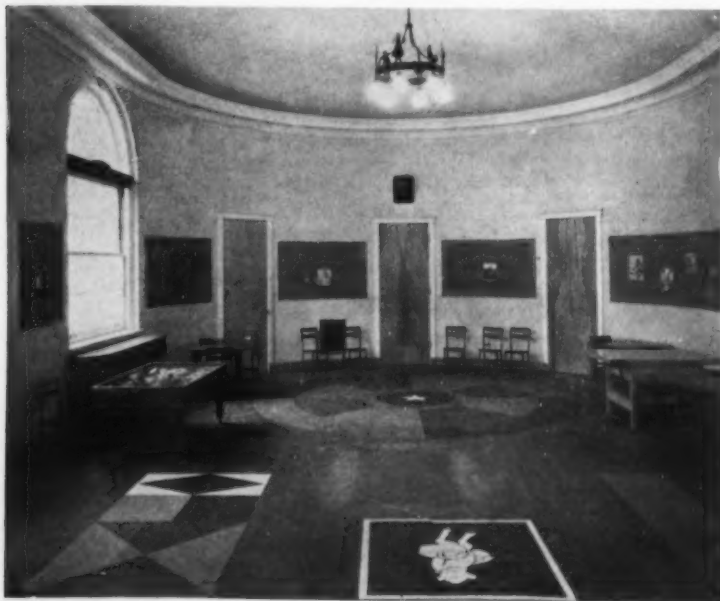
The special rooms in the building are all located on the main floor and have direct exits without travel through the main corridor. This arrangement directly separates the kindergarten group from the older children and makes it possible to use the cafeteria, the recreation hall, and the library without disturbing the balance of the school. High wrought-iron gates have been placed across the corridor adjoining the main hall to the special rooms for use when the building is occupied by adult groups. These latter groups may have direct access to the toilets, showers, etc., without the necessity of entering classrooms or the minor corridors.

It is planned that the band and music rooms will be used for small gatherings, in addition to their designated purposes. Each room has toilets and a drinking fountain accessible.

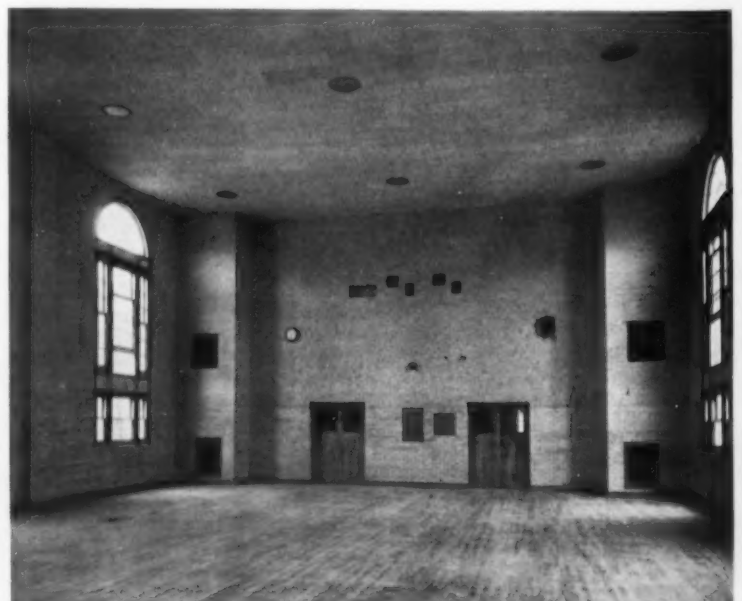
The building has no basement except for a small arrangement for the heating plant and for storage. The main basement stair is arranged so that large quantities of stable food products can be stored in the basement and carried to the cafeteria.

The toilets have been studied for privacy and ease of access from classrooms and playground. The rooms have terrazzo floors, glazed brick walls, metal toilet partitions, and chinaware toilet fixtures.

An interesting feature of the classrooms is the arrangement for handling wraps. After study on the part of both the school authorities and the architects, long well-lighted wrap rooms have been provided with an opening at each end and just enough space to give easy passage to one person. At dismissal time the children enter from one end, pick up their wraps, and leave at the opposite end. The wrap rooms



Kindergarten.



Recreation Room.

have no doors and are provided with direct and artificial light. To give the older boys and girls an opportunity to store books and other articles, special lockers are provided in separate rooms.

#### Construction Details

Exterior Facing: selected common brick, with Indiana limestone trim  
Roof: slate  
Windows: double-hung wood sash  
Ceilings: gypsum  
Corridors and stair treads: slipproof terrazzo  
Classroom floors: maple blocks  
Auditorium and gymnasium floors: strip maple  
Acoustical materials: gypsum ceilings and walls in band-and-music rooms

#### Mechanical Equipment

Boilers: cast iron, with automatic stokers  
Ventilation: syncretized unit ventilators with dual thermostatic control

#### Electrical Equipment

Communication: complete radio and public address system with control center in principal's office. Outlets in all classrooms and plugs for portable "mikes" in band- and music rooms and office  
Program clock: standard make  
Fire alarm: standard make

Intercommunicating telephones: none; public address system has talk-back units  
Vacuum cleaner: portable  
Additional ventilation: direct exhaust ventilators in kitchens and pupil toilets.

#### General Equipment

Blackboards: natural slate  
Bulletin boards: cork  
Pupils' desks: all movable  
Window shades: adjustable and fitted with light-prevention guards  
Auditorium seating: steel portable  
Motion picture machine: talking and sound machine  
Cafeteria tables: standard make with cofilite tops  
Food preparation equipment: standard hotel types  
Refrigeration: electric  
Library shelving: standard make open wood shelving  
Library floor: cork  
Library ceiling: gypsum insulated

The building was a PWA project and received a grant of \$94,000 from the Federal Government. The site cost approximately \$25,000, and the contracts for construction amounted to \$208,600. The engineering, architectural, and legal fees amounted to \$14,300. The new equipment involved an expenditure of \$16,300.

to the building docket. The federal grant amounts to \$49,909. The total cost will therefore be about \$129,000 for the building of two new elementary schools and the reconstruction of a third. In comparing the unit cost of the Monroe School with similar structures elsewhere it is important to note that the severity of the California code for school buildings materially increases costs over those usually set up for corresponding types elsewhere.

#### Small Schools Necessary

The considerable area covered by our district of approximately 14,000 people has resulted in the establishment of several small schools rather than in the building of two or three larger ones for the housing of elementary pupils. In spite of the many advantages coupled with larger building enrollments, our careful survey convinced us that the abandonment of any of the sites would be both impracticable and dangerously unpopular. The filling up of the vacant spaces in the several subdistricts will probably further demonstrate the wisdom of no decrease in the number of school buildings.

The problem, therefore, which confronted the board, the administrative officers, and the architect was that of providing reasonably adequate immediate housing for three elementary schools consisting of kindergarten and six grades, with an enrollment of 250 to 300 pupils each, this housing to be suited to a modern program of education, highly resistant to earthquake stresses, flexible as to present use, capable of economical expansion, and inexpensive.

#### A Typical Building

The new Monroe school is typical of the working out of the problem. This building consists of four regulation classrooms, two standard classroom units separated by an accordion-door partition, with a small stage and dressing room at one end and furniture-storage room at the other. The four regular classrooms are 22 feet in width, while the combination unit is 24 ft. wide. The building also con-

## A Safe, Modern School at Low Cost

J. Warren Ayer<sup>1</sup>

The earthquake of 1933 added consternation to the very depths of the depression in our community, even though we escaped damage beyond jangled nerves and a considerable jar which reminded us of what might happen should neighboring well-defined "faults" let go.

Along with most other California boards of education, ours, at the insistence of parents, higher school officials, and grand juries, arranged for a thorough inspection of the several school buildings in the district. The study by the state engineers disclosed that four of the seven school plants in use in Monrovia were relatively incapable of resisting moderate lateral stresses induced by earthquake activity, and "in case of severe seismic disturbances would undoubtedly partially or completely collapse."

Official opinions that criminal liability would rest upon the board of trustees and the superintendent of schools should loss of life or injury to occupants result during the continued occupancy of these deficient quarters left no sane choice but immediate removal of pupils from the more hazardous structures. This having been done, the superintendent, assisted by the Chief of the Division of Schoolhouse Planning of the State Department, made a careful survey of building locations and housing needs, together with estimates of costs.

#### The Problem of Funds

The conservativeness of a considerable portion of our population, consisting of elderly retired people, as well as the troubled state of mind of most people at that particular time, made us realize that

no extensive program of reconstruction would be endorsed. Indeed, after being practically assured of a 45 per cent PWA grant four elections were required to vote the small issue of \$61,000 for the construction of two elementary buildings and the rehabilitation of the third. The fourth deficient building is the property of the financially separate high-school district. This we are reconstructing out of current revenues.

The long delay in providing funds has resulted in greatly increased costs, so that the district has been required to transfer approximately \$18,000 from current funds



Sixth-Grade Classroom, Monroe Elementary School, Monrovia, California, showing the activity alcove. The arrangement of this alcove may be better understood from the floor plan of the building. The space provides for ample storage of teaching materials and children's clothing, and has an open area for work.

<sup>1</sup>Superintendent of Schools, Monrovia-Arcadia-Duarte High School District, Monrovia, Calif.





*General Exterior View, Monroe Elementary School, Monrovia, California.—Robert M. Finlayson, Architect, Monrovia, California.*

tains a cafeteria of standard classroom size, with an alcove kitchen and serving counter, a principal's office and reception room, a teachers' room, a nurses' room, a janitor's room, book and supply storage, and adequate toilet facilities.

#### **Construction and Materials**

In the interest of economy, flexibility, and safety wood frame construction on reinforced concrete foundations with color stucco exterior and fire-resistant interior plaster was decided upon. The ceilings are covered with fire-resistant acoustic wall board of attractive design. Maple floors of industrial grade have been laid in all classrooms and corridors, while linoleum of various harmonious patterns covers the fir flooring in offices, waiting rooms, teachers' room, and the cafeteria. Waterproofed cement floors are provided in the pupils' toilet rooms.

#### **Instructional Efficiency**

In the classrooms of the Monroe School we have eliminated the cloakroom so characteristic of buildings a decade ago and so wasteful of space. In its stead cabinets seven feet high and extending a few feet from each side of the rear part of the room conceal the small coat racks and shelves for lunch boxes in the corner on one side and the sink and work cabinet on the other. The space at the middle rear of each room is equipped with a large table and serves as an activity alcove. A relatively large amount of tacking board and display space is provided above blackboards and in other available spaces along the walls.

By placing the building on a quiet corner

of the site, the maximum of play area is preserved, instruction in physical education is facilitated, and exterior disturbances are minimized. The location of the pupil toilets at ground level, with both exterior and interior accessibility makes supervision easy and simplifies after-school and vacation playground use.

#### **Flexibility**

In some respects this item of flexibility may be a doubtful but nevertheless necessary virtue. With only \$40,000 budgeted for the housing of 250 pupils on this site, double-purpose quarters proved to be necessary.

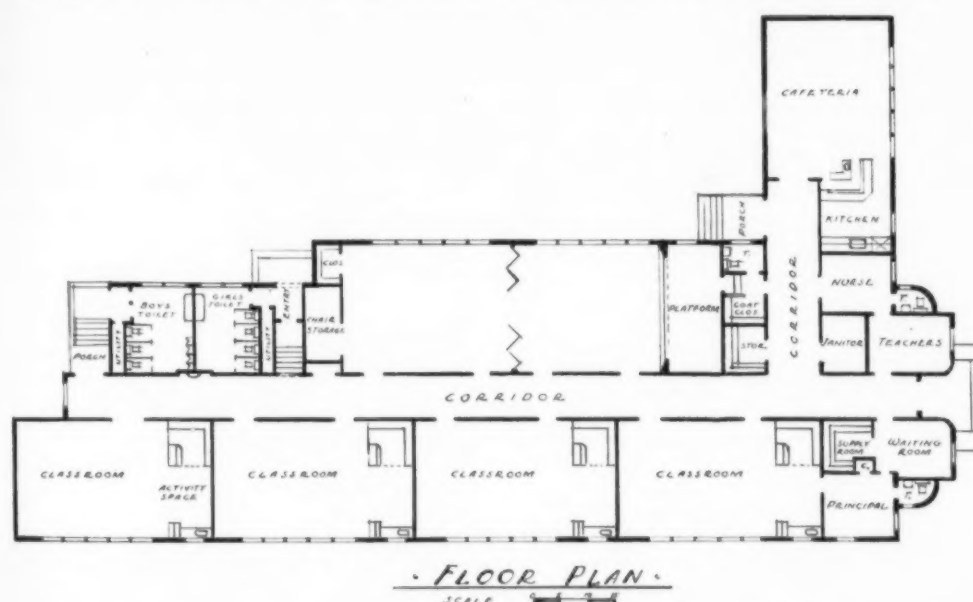
The combination of two classroom units



*Corner in the cafeteria, Monroe Elementary School, Monrovia, California. The arrangement of the serving tables, with the storage space for dishes and the limited equipment for preparing foods, is particularly economical of space and practical in everyday use.*



The combination auditorium unit serves the Monroe Elementary School in a wide variety of ways. The picture shows the room from the rear of the primary classroom. When adult groups visit the school, the tables are removed and the space is filled in with seating.



Floor Plan, Monroe Elementary School, Monrovia, California.—Robert M. Finlayson, Architect, Monrovia, California.

to form a small auditorium is the major feature of this kind. The inconvenience of this double service has been reduced to a minimum by the following features: (a) the construction of a comparatively low stage which may be used as an activity space by a class occupying the forward half of the unit, (b) the installation of a kindergarten lavatory and toilet at the rear of the stage, (c) the provision adjacent thereto of a combination wrap and dressing room, (d) storage space at the rear of the back unit of the auditorium for the storage of chairs and tables or folding auditorium seats, (e) a movable partition paneled with sound-absorbent tacking board.

An outlet for future growth is provided in the classroom type of cafeteria to which reference has already been made. The location of the building on the site and the plan and type of construction provide for economical expansion by the building of contiguous or ad-

jacent classrooms, a larger auditorium facing Colorado Boulevard, the conversion of the previously constructed bungalow on the site to use as a cafeteria building.

#### Design and Color

While this small plant was definitely planned from the inside out, giving first consideration to usability, we believe our architect has achieved a very satisfactory building as to lines and proportions, combined with a very pleasing color stucco exterior in a shade between cream and rose, with window sash and trim in shades of green.

The cheerful interior color combinations amply justify the painstaking co-operation of our art supervisor, the decorator, the architect, and the building principal. The venetian blinds and awning-type windows make the control of lighting and ventilation satisfactory and easy, and at the same time lend ma-

terially to the harmony of the interior color schemes.

#### Heating and Lighting

The mild climate of southern California reduces the problems of heating to a minimum, but requires adequate control to prevent overheating, particularly during the middle of the day. Gas-steam radiators with positive-lock thermostatic controls, actuated by a temperature change of less than two degrees, have been employed in this building.

Adequate and properly distributed semi-indirect ceiling units, so wired as to permit independent operation of lamps farthest from the windows, make possible satisfactory lighting at night, and reasonably "level" lighting on dark days.

#### Furniture and Equipment

The furniture and equipment has been determined largely by the items on hand. It is to be borne in mind that our new buildings provide no additional classrooms. Our whole building program is one of replacement, definitely limited by financial conditions; therefore, we must again adapt to modern uses equipment of less progressive times. Four of the six rooms are fitted with standard-type individual desks. The others are provided with tables and chairs. In the activity spaces in all rooms large work tables have been installed, giving ample facilities for the prosecution of truly progressive pupil-centered programs. The combination auditorium unit is seated with 200 maple folding chairs in sections of two to four chairs each, easily capable of storage when the rooms are in use for class purposes.

While the Monroe School, named for the founder of our city, is a modest little plant we believe it meets reasonably well the requirements of pupil capacity, safety, instructional efficiency, artistic standards, comfort, adaptability, and economy. True, it represents only minimum housing, but, as far as it goes, appears to be good and allows for logical and economical expansion when needed and possible.

## The Clovis Junior High School Building

James M. Bickley<sup>1</sup>

The Clovis Junior High School has been housed since September, 1936, in a recently constructed building located on a twenty-acre campus at the north end of the city.

The grounds for the school were purchased in 1931, and the first unit, the gymnasium, was erected in that year. Because of financial conditions, it was impossible to go on with the construction in 1932, but work was resumed in 1935 when seventeen classroom units of the building were constructed. These were completed in time to be occupied at the opening of the school year of 1936. The future plans provide for thirteen additional rooms and an auditorium.

<sup>1</sup>Superintendent of Schools, Clovis, N. Mex.





General Exterior View, Clovis Junior High School, Clovis, New Mexico.—Kerr, Walsh & Merrell, Architects, Amarillo, Texas, and Clovis, New Mexico.

The building faces south. Behind it are the gymnasium and two playgrounds. At the north end of the site are located the football and baseball fields and the track. Two concrete tennis courts have been laid out and four more are projected.

The building is Spanish in design, with facebrick walls and terra-cotta trim. The roof construction is concrete and steel. The corridor floors and stairs are terrazzo; the walls are salt-glaze bricks. The windows are steel awning type. The class-

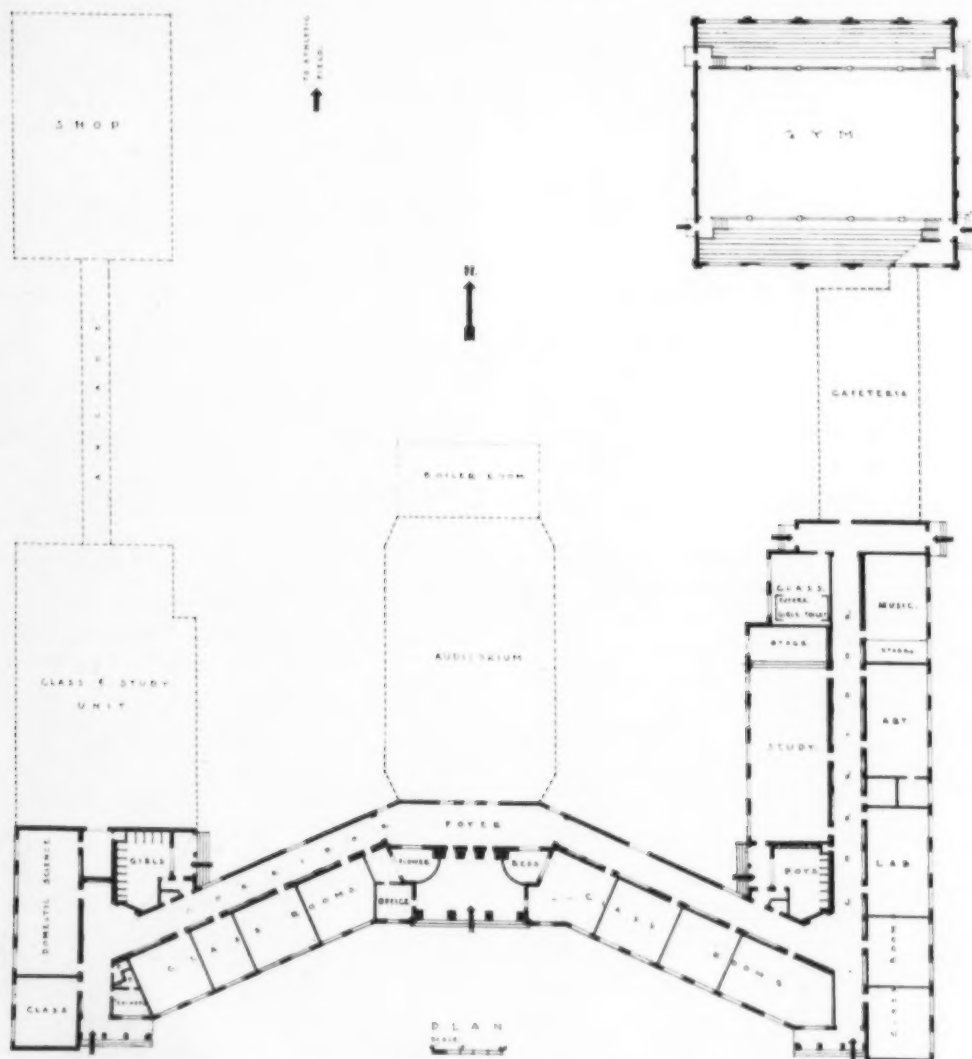
rooms have oak floors and trim, Philippine mahogany doors, plaster walls, insulite acoustical ceilings, cork bulletin boards, and composition blackboards. The gymnasium has a hard maple floor, painted brick walls, and sound-absorbing insulated concrete ceiling. The toilet rooms are finished with terrazzo floors and glaze brick walls, steel toilet partitions. Heating and ventilation are provided by gas floor and unit heaters. The electric equipment includes radio outlets in the classrooms, program bells and clocks, and enclosed direct lighting units.

The building is equipped for a broad educational program based upon the state requirements. A high standard of scholarship is maintained, and citizenship and health are emphasized with the other objectives. In addition to the academic subjects, courses are offered in manual arts and home making, music and art, and vocational subjects. An inclusive group of extracurricular activities is open for student participation—girl and boy scouts, dramatics, journalism, radio, airplane club, English and literary organizations. Vocational guidance is emphasized.

The building is completely fitted. Classrooms and recitation rooms are equipped with movable tables and chairs for socialized recitations and informal group work. Cabinets, tables, home-economics tables, and teachers' desks have been made locally by WPA workers. Other built-in and movable furniture is of standard modern types.

The building is planned for an enrollment of 600. The cost was \$135,000 for construction, \$15,000 for equipment. On the basis of cubic content the cost per foot was 40 cents.

The educational planning was directed by the superintendent of schools. Architectural plans and engineering service were by Messrs. Kerr, Walsh & Merrell of Clovis and Amarillo, Texas.



Floor Plan, Clovis Junior High School, Clovis, New Mexico.

# A Century of Progress in Schoolroom Planning

F. R. Noffsinger

(Continued from September)

McRae, in 1867,<sup>36</sup> stated a present-day principle in construction which was not found in the literature until about 1920. He recommended that partition walls between classrooms be made removable to provide for a change in the number of pupils accommodated.

The Hartford, Connecticut, high-school building, erected in 1869,<sup>37</sup> contained the first illustration of a practice which became rather common for a period of about 25 years, and then was discarded as impractical. This practice consisted of placing the cloakrooms along the walls adjoining stairways dividing them into two parts for each floor, one above the other, and providing entrance to the upper room from the half landing of the stairway.

## Two Doors Used

The Point Street School of Providence, Rhode Island, erected in 1873,<sup>38</sup> introduced the principle of two doors to each classroom. Of course, this idea had been practiced for many years in the smaller buildings to provide separate entrances for the two sexes. But the Point Street building was a large city school building with 12 classrooms. There were two cloakrooms for each schoolroom.

The first attempt at standard classroom sizes for an entire city was made by the

St. Louis school board in 1874.<sup>39</sup> The size adopted was 30 by 30 ft. and 14 ft. high to accommodate 50 pupils.

A new type of blackboard was tried out for the first time in the Genesee Falls, New York, school in 1876,<sup>40</sup> and was still being recommended by Sanford in 1891.<sup>41</sup> Heavy manila paper was glued to the plastered wall and painted with ground slate to provide a cheap substitute for slate blackboard.

In most cases previous to 1876 provisions were made for converting two or more rooms into one by means of sliding partitions. The Erie, Pennsylvania, school building in 1876<sup>42</sup> was provided with folding doors, a practice which increased in favor for many years and is today recommended under certain circumstances.

The first definite instructions for the planning of the schoolroom were given in the Maryland school report for 1879.<sup>43</sup> "In planning a schoolhouse," the report stated, "the first thing to be considered is the num-

ber of pupils to be accommodated. It may be assumed that the minimum number is 30. The next point is the number of square feet of floor space and the number of cubic feet of air space to be allowed to each pupil. Authorities differ on this point; but no good authority gives less, under any circumstances, than 15 square feet of floor space by 12 feet in height, or 180 cubic feet of air space. The best authority considered double this amount to be desirable, though not practicable. Taking the lowest estimate, the schoolroom for 20 pupils must have 450 square feet of floor space and 5,400 cubic feet of air space. This will be supplied by a house 18 by 25 ft. and 12 ft. high in the clear."

Clark's *Rural School Architecture*, published in 1880,<sup>44</sup> contained many suggestions which showed development on various phases of the classroom. He stated that the maximum number of pupils in a classroom should not be over 48, but the exact dimensions would depend upon the kind of seats and the seating arrangement desired. The ceiling should be not less than 12 ft. nor more than 14 ft. There should be wainscoting around the room, at least across the blackboard ends of the room. Clark was the first writer to indicate the need for placing cloakroom hooks at different heights. He recommended a double row of hooks, one row 6 feet from the floor, the other 4 to 4½ feet from the floor, and the hooks 8 inches apart and staggered. Clark doubted the advisability of placing blackboards in the piers between windows and thus began a distinct trend to disapprove of the practice as dangerous and likely to cause eyestrain. Clark elaborated on earlier discussions of methods for improving the acoustics of schoolrooms. The effect of echoes from impervious or painted walls could be prevented "by hanging maps

<sup>36</sup>McRae, Hamilton S., "Our School Houses," *Indiana School Journal*, 12:120-2, April, 1867.

<sup>37</sup>Barnard's *Journal of Education*, "Plan for Hartford High School, 1869," 22:401-6, 1871.

<sup>38</sup>New England *Journal of Education*, "Point Street School House, Providence, R. I.," 2:281, December 18, 1875.

<sup>39</sup>City of St. Louis, "School Hygiene," *Twentieth Annual Report of the Board of Directors of the St. Louis Public Schools for the Year Ending August 1, 1871*, p. 116. Democrat Lithographing and Printing Co., St. Louis, 1875.

<sup>40</sup>Barnard's *Journal of Education*, "Plans of School-Houses with One-School Room," 26:293-304, April, 1876.

<sup>41</sup>Marble, Albert P., *Sanitary Conditions for School-Houses*, p. 121. U. S. Bureau of Education, Circular of Information, No. 3, 1891.

<sup>42</sup>State of Pennsylvania, *Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending June 1, 1876*, pp. 185-6. B. F. Meyers, Harrisburg, 1876.

<sup>43</sup>State of Maryland, *Report of the State Board of Education Showing the Condition of the Public Schools of Maryland for the Year Ending September 30, 1879*, pp. 15-16. W. T. Iglehart and Co., Annapolis, 1880.

<sup>44</sup>Clark, T. M., *Rural School Architecture*, pp. 31-86. U. S. Bureau of Education, Circular of Information, No. 4, 1880.



THE NEW NEW LONDON, TEXAS, SCHOOL

The survivors of the gas explosion which destroyed the Consolidated School Building at New London, Texas, March 18, 1937, when approximately 455 children were killed, will occupy a magnificent new school building. The perspective drawing above gives a clue to the dignified front of the new structure, for which plans have been prepared by Mr. Preszon M. Geren, architect and engineer, Fort Worth, Texas. The building is planned in the shape of a huge letter E, of which one end will be devoted to the Junior High School and the other to the Senior High School. The auditorium will be in the middle wing at the rear and will serve both departments. In addition there will be nineteen classrooms, three laboratories, four shops, two study halls, two libraries, two suites of offices, etc.

The main front of the building will be 280 feet long. The construction will be brick trimmed with stone and a tile roof. The interior construction will be reinforced concrete frame, gypsum block partitions, and steel trusses over the larger rooms. The first floor will be placed on a solid earth fill leaving no dead air space where gases can collect. The building will be heated by steam from a central heating plant located in a separate building. The structure will cost approximately \$300,000.



or any soft elastic substances against the offending wall." Furthermore, Clark stated that "if desks are placed next the side walls, which should never be the case, there is very likely to be an indistinctness of sound there, from the intermingling of sound waves, transmitted at different velocities through the air and along the solid substance and reflected from the rear. This can be partly remedied by cutting off the rear angles of the room by a board set in the corner."

### Interior Decoration

The first mention of the color of interior finish for schoolrooms was made by Reid in 1857<sup>45</sup> who stated that pink and white were the best colors so far as injurious effects on the eye were concerned. Wickersham in 1864<sup>46</sup> preferred stone color or "lightish" brown for the walls and cherry or walnut for the furniture. Eveleth in 1870<sup>47</sup> recommended painting the interior school walls pearl blue or gray. Gardner in 1876<sup>48</sup> required the ceiling to be painted a pale blue and the walls a light buff while Lincoln in the same year<sup>49</sup> preferred a light green or a neutral shade for the walls and white for the ceiling.

Increasing attention to the problem of interior decoration in 1880 was indicated by Sill<sup>50</sup> and Lundy<sup>51</sup> who both agreed upon neutral tints, Sill favoring a yellow tinge and Lundy a greenish or gray tint. Ceilings of a dead white were recommended. Practice in the better schools also indicated attention to interior decoration. In a description of a building erected in Vanderburgh County, Indiana, in 1880<sup>52</sup> it was stated that the plastering was tinted in light English gray, that all the colors in the rooms were soft quiet tints and that there were no hard glossy surfaces nor white finish.

An astonishingly modern practice was followed in the New Hartford, Connecticut, high-school building erected in 1884.<sup>53</sup> Not only were there ample ventilating flues in the cloakrooms but there was also a continuous line of steam pipes running along the partition near the floor in order to aid in drying wet clothing.

The 1884 report of the State Board of

Health of Indiana<sup>54</sup> recommended 14 square feet of floor space and 215 cubic feet of air space per pupil, but an article in the *Journal of Education*<sup>55</sup> criticized these standards, saying that the floor space "should be not less than 25 ft., and in no case less than 20 ft.," and that the "air space ought not to be less than three hundred, but the minimum may, perhaps, be placed at two hundred and fifty feet." In spite of the criticism, however, the standards remained unchanged in the State Board of Health report for 1890.<sup>56</sup> The Indiana State Superintendent evidently was in sympathy with the criticism for in his 1884 report<sup>57</sup> he favored 25 square feet of floor space and 300 cubic feet of air space per pupil.

The question of blackboard surfaces and location was investigated in the 1884 sanitary survey of Indiana schoolhouses. The survey as reported in the State Board of

<sup>45</sup>State of Indiana, "Sanitary Survey of School-Houses," *Third Annual Report of the State Board of Health of Indiana for the Year Ending October 31, 1884*, pp. 34-52. William B. Burford, Indianapolis, 1885.

<sup>46</sup>*Journal of Education*, "The New Hartford High School House," 20:229-30, September 18, 1884.

<sup>47</sup>State of Indiana, "School Houses," *Ninth Annual Report of the State Board of Health of Indiana for the Fiscal Year Ending October 31, 1890*, pp. 39-40. William B. Burford, Indianapolis, 1891.

<sup>48</sup>State of Indiana, "School Hygiene," *Thirty-Second Report of the Superintendent of Public Instruction of the State of Indiana, 1883-84*, p. 75. William B. Burford, Indianapolis, 1884.

Health report for 1884,<sup>58</sup> revealed that 30 per cent of the 3,469 schools investigated had blackboards placed between windows, and that in 27 per cent of the buildings the blackboards had glossy surfaces. The 1889 survey<sup>59</sup> showed no progress in improving blackboard conditions had been made. Of 3,162 buildings investigated 34 per cent still had blackboards placed between the windows and 35 per cent had glossy surfaces.

Hunt in 1886<sup>60</sup> influenced perhaps by the demands of sanitarians of the period, was the first of the authorities to advocate lower ceilings in order to reduce the height of school buildings and lessen the amount of stair climbing for he said ceilings of less than 10 feet high and over 12 give no valuable aid to ventilation. Hunt also was the first writer to condemn the use of moldings and beadings or other arrangements likely to provide ledges for the accumulation of dust.

(To be continued)

<sup>58</sup>State of Indiana, "Sanitary Survey of School-Houses," *Third Annual Report of the State Board of Health of Indiana for the Year Ending October 31, 1884*, pp. 34-52. William B. Burford, Indianapolis, 1885.

<sup>59</sup>State of Indiana, "School Houses," *Eighth Annual Report of the State Board of Health of Indiana for the Fiscal Year Ending October 31, 1889*, p. 93. William Burford, Indianapolis, 1890.

<sup>60</sup>Hunt, Ezra M., "The School and Its Appointments," *Principles of Hygiene for the School and the Home*, pp. 290-3. Ivison, Blakeman and Co., New York, 1886.

## The Dreamer

### Chalmer Orin Richardson<sup>1</sup>

Miss Bell stalked into the superintendent's office, her face showing a mixture of exasperation and amusement.

"I don't know what to do with Eloise Fairchild," she began, drawing up a chair to Mr. Thompson's desk.

"What's the matter now? Has she forgotten to cross a 't'?" he asked gravely.

"Or split an infinitive with a sharp tongue?" added the principal. "Seriously, I don't know what to think of Eloise. Most of the time she sits in class dreaming and hears nothing I say. When she does work, the result is excellent."

"A good case for observation," said the superintendent with interest. "Let's see: Eloise is about fifteen and in the tenth grade. Her home conditions are ideal. Of course all students to some extent are dreamers—"

"Don't I know that!" exclaimed Miss Bell. "But Eloise is the worst ever. She's apt to wake up with a remark true in itself but a hundred miles from the subject."

"Next time she has one of those spells send her to me," suggested Mr. Thompson. "I like to talk to dreamers."

The class in Ancient History was reciting. The window showed a strip of wooded river land with a tumble of clouds above. Such a combination would have tempted

the most zealous student to turn her head occasionally; to Eloise Fairchild it was irresistible. Especially fascinating were the fleecy thunder clouds doubling over themselves in ever-changing shapes. What fun it would be to dive into that mass of down and float and float and float! The thought gave Eloise an idea for a verse. In a moment her pencil was flying across her notebook:

*Clouds are the homes of our souls when  
we sleep,  
The above of our nightly selves,  
Where the spirits of kindred—meet,  
And gambol like frolicsome elves.*

Swiftly she wrote the four lines, pausing an instant when she lacked the right word after "kindred," then completing the stanza to fill in the blank later. "Kindred what?" she thought intently. "Subjects" wouldn't do. Why can't I think of a word that will fit! If I were like Edgar Guest or Mr. Neihardt, I wouldn't have to think for words. They'd just come. I wonder if words will ever come to me? They come to Miss Bell and Mr. Thompson. I wonder if they can write poetry?"

"From 1096 to 1300 there was constant fighting in the East between Christians and Mohammedans," stated Miss Bell.

Eloise scribbled a date in her notebook, then probed for the missing word. "Kin-

<sup>49</sup>Reid, D. B., *op. cit.*, p. 176.

<sup>46</sup>Wickersham, James Pyle, *School Economy*, pp. 33-44. J. B. Lippincott, Philadelphia, 1864.

<sup>47</sup>Eveleth, Samuel F., *School-House Architecture*, George E. Woodward, New York, 1870. 17 designs, 67 plates.

<sup>48</sup>Gardner, E. C., "School-House Architecture," *New England Journal of Education*, 3:265, June 3, 1876.

<sup>49</sup>City of St. Louis, *Twenty-Second Annual Report of the Board of Directors of the St. Louis Public Schools for the Year Ending August 1, 1876*, p. 65. Slawson, St. Louis, 1877.

<sup>50</sup>Sill, J. M. B., "School Hygiene," *Eighth Annual Report of the Secretary of the State Board of Health of the State of Michigan for the Fiscal Year Ending September 30, 1880*, p. 101. W. S. George and Co., Lansing, 1881.

<sup>51</sup>Lundy, C. J., "Light in the Public Schools, and School Life in Relation to Vision," *Eighth Annual Report of the Secretary of the State Board of Health of the State of Michigan for the Fiscal Year Ending September 30, 1880*, p. 28. W. S. George and Co., Lansing, 1881.

<sup>52</sup>State of Indiana, "School Architecture," *Twenty-Eighth Report of the Superintendent of Public Instruction of the State of Indiana, 1879-80*, p. 319. Carlon and Hollenbeck, Indianapolis, 1880.

<sup>53</sup>*Journal of Education*, "The New Hartford High School House," 20:182-3, September 18, 1884.

<sup>1</sup>Superintendent of schools, Vesta, Nebraska.

dred *what?* 'Relatives' might do: no, it won't; it and kindred mean about the same. Miss Bell's voice is getting cranky. She thinks there's nothing like her old history and Latin. Wouldn't it have been glorious to be a Roman in Rome's imperial day! Caesar never had to hunt for a word. With Latin he could make up any word he wanted. Miss Bell says half our words come from Latin."

What did Latin come from?

This question was so intriguing that Eloise forgot her verse. Miss Bell's voice barely rippled her consciousness. Her eyes changed from the tumbling clouds to her notebook where the missing word had set in motion that vexing problem. But Miss Bell was watching.

"What *did* Latin come from?" Eloise never had heard of Sanscrit or of the Indo-European peoples and their waves of migrations spreading out to conquer the world; but with a line of imagery the more startling because it so closely followed the facts, she traced the language back through Greece, Persia, and to the plains of northern India, back to the cradle of the race. Then she jumped the Himalayas to the times of Kublai Khan of whom she had recently studied; and the vision of the great Mongol leader inspired another verse:

*And I see a snow-white charger riding  
through the clouds,  
All bloody is his forelock and bloody are  
his shrouds;  
He's led a surging horde of Moguls up  
through Khyber Pass  
With the shouting of the Khans and the  
strident call of brass.*

"That came a little easier," thought Eloise, surveying the lines with pleasure. "What a leader Kublai Khan must have been!"

"Eloise, what were the principal Crusades?"

Eloise came to the present with a start. "I don't believe I remember," she said; that answer sometimes worked when she didn't know the question.

"If you'd been listening to Henel's summary, you would have known," said the instructor crisply.

But the reproof failed to touch her; she was back with Kublai Khan in his mountain passes. "That's always the way; just when one grasps the hem of an idea someone rips it away from him," she mused. "Kublai Khan! What a beautiful name! Miss Bell says everyone that's ever lived has had some influence on our lives—that's what makes history important. What effect could Kublai Khan have had on me?"

This was such a hard nut to crack that everything went blank to Eloise; the next minute Miss Bell was standing by her chair, reading over her shoulder. A blush of guilt spread over Eloise's face as her verses were exposed to her teacher's eye.

"Eloise, you are a hopeless dreamer! You can't tell one thing that's taken place in class this afternoon! I'm going to send you in to ask Mr. Thompson to find a cure

for dreaming. You may go right now."

Mr. Thompson was at his desk when Eloise entered.

"Miss Bell sent me to see you about a cure for dreamers," she said.

"Who needs the cure?"

"I presume I do; that's what Miss Bell thinks."

"Were you dreaming in recitation?"

"That's what she says, but really I wasn't. I was trying to find a word—" She stopped, embarrassed about her versification.

"In the dictionary?" prompted the superintendent.

"No. I needed just one word to fit into a line of poetry I made up. I couldn't think of it and got to thinking about Latin and how words came from it. And that made me think that Latin itself must have come from some other language and that other language from still another and I just traced them back to—to Kublai Khan, I guess, and—"

"That's interesting," observed Mr. Thompson. "Did you know that our language is supposed to have come from the plains of northern India, and perhaps from farther away than that?"

"I never heard of it," said Eloise, alert at once.

"Archaeologists and philologists have traced our language back thousands of years to what is thought to be the cradle of the race on the Indian plains. I can't say that Kublai Khan, who lived much later, had much to do with it except that he conquered the Indo people once and impressed some of his language and philosophy on them."

"That's what I was thinking about. I wondered how he affected our lives—Miss Bell said everyone affected us some way—but I sure had that language business figured out about right. Honestly, Mr. Thompson, I wasn't dreaming, was I?"

"No, you were not dreaming," said the superintendent. "I don't know how you followed a line of investigation so closely but you hit upon it almost right. Eloise, I'm going to tell you something. You have a remarkable gift. It isn't everyone who is blessed with such a precious thing. The world calls you and your kind dreamers; let the name stick because they will have it thus. But you and I know better; we know it's the gift of revelation. I can't put it into words and there's no necessity so long as you understand; but God seems to reveal to dreamers the truths that other people search for and seldom find. Don't lose that gift. Cherish it and develop it, and give back to the world whatever it brings to you."

This scolding was so unlike that one Eloise had expected that she could only stare silently at her hands.

"But there are a few things that we must observe as we go along," continued Mr. Thompson. "You are young; you have two years yet in high school. It is necessary for dreamers to work sometimes. Always do well whatever duty lies at hand, in school and elsewhere. You need experi-



RALPH E. DUGDALE  
Superintendent of Schools-Elect  
Portland, Oregon

Ralph E. Dugdale, a former superintendent of schools of Toledo, Ohio, has been elected superintendent of schools at Portland, Oregon. The appointment is for five years, at a basic salary of \$10,000.

Mr. Dugdale was born on a farm in Shelton, Nebraska, where he attended the rural schools. He entered the Shelton high school and was graduated in June, 1907. After teaching for a year, he entered the Nebraska Teachers' College, graduating in June, 1910. In September, 1910, he enrolled in the law department of the University of Michigan. In his senior year he left school and went to Toledo in November, 1912, where he secured a position with a bonding company. In 1913 he was appointed to a position in the Woodward Boys' Vocational School. In April, 1914, he resigned to accept the principalship of the Navarre School in Toledo. In June, 1918 he became supervisor of the evening schools, and in 1919 he was promoted to the position of Director of the Extension Department. In 1922, he became director of the Extension and Attendance Departments. After two years in this work he was elected assistant superintendent of schools in 1924.

Mr. Dugdale was superintendent of schools in Toledo in 1934.

ence and knowledge. Get them firmly so that when your day comes you will have a sure foundation. Then when others must confine themselves to mundane things, you can soar above them to glorious heights. Do you understand?"

"Yes, Mr. Thompson, I understand. Thanks."

"Well—for once your medicine failed to work," remarked Miss Bell some weeks later. "I do think Eloise Fairchild is trying, but she still lives in her dream world. There's no hope for her."

"I wonder," said Mr. Thompson abstractedly. "Only time can tell. I prophesy we will hear great reports from her some day. This prosy world needs dreamers, especially those who can tell us their dreams."

"Well—maybe," admitted Miss Bell.

♦ Spencer, Iowa. The high-school student body has occupied a new addition, completed last spring at a cost of \$127,000. The building includes eight classrooms, a lunchroom, a music suite, and an auditorium seating 1,200 persons. The addition was erected as a PWA project, with a grant of 45 per cent of the cost of construction.



# Improved Methods of Selecting Equipment and Supplies

R. W. Hibbert

(Continued from September)

A successful method of purchasing school supplies and equipment can best be defined as that method which satisfactorily and economically furnishes the materials necessary to carry out the course of study and to comply with the school laws applicable to the particular community. One must not construe this statement to mean that purchases are to be made solely on a low-bid-specification basis. This type of purchasing does not effect economy any more than does the acceptance of superior quality samples. The writer is advocating a price-quality basis of bid awards. By this procedure appreciable amounts can be saved each year when school supplies are purchased.

A writer says: "In no field of educational administration is there greater need for the adoption of uniform methods of measurements than in the determination of the quality of educational equipment and supplies."<sup>15</sup>

A business manager of a city school system tells us: "It should be the aim of every district to use supplies of good standard quality. Money may be wasted in buying inferior supplies just as surely as it may be wasted in buying supplies of better quality and higher price than are required for school use."<sup>16</sup>

A superintendent of schools warns: "Many instances illustrate the value of careful testing and investigation before purchasing; and they illustrate the fact that price, a major factor, is not the only factor; that a real standard is not price, but the lowest cost for satisfactory service from a reputable firm."<sup>17</sup>

Undoubtedly, however, there are many instances where improvement can be effected in the purchase of supplies by careful study of market conditions and by consolidation of purchasing so as to secure the price reductions available through quantity buying. Such saving would be made without in any way curtailing the school program. The quality of the material selected for any school purchase should not be in excess of that which will meet the specific need, neither should it be below such standards.

One may ask how selection can be made on a price-quality basis. The plan is simple and includes:

The service of users—teachers, principals and supervisors—is needed to assist the purchasing officer. Samples of items on which bids have been submitted are re-

ferred to committees of these school people. The samples are prepared for the committees by having all identifying trade marks and special characteristics removed. Each sample is identified by the bidder's number, or special key number, the purchase item number, and the sample number. Tests of quality are then applied to determine first, second, and possibly third choice of the committee on the basis of quality only. The committees are not in possession of the bids and are not as yet informed of prices. After the choice has been recorded on a blank used for that purpose, the chairman of each committee obtains the price of all samples referred to his committee which are considered worthy of use as determined by the tests made. The committee then reviews its recommendations in light of the prices, and makes a final decision on a quality and price basis. This method serves a two-fold purpose: It creates confidence in the mind of the bidder that he has an equal chance with all other bidders and leaves the committees free to work without prejudice of any kind.

Selection of the substitutes or items other than those specified, providing prices quoted are lower than prices on specified items, may result from committee tests. Savings resulting by this procedure are worth striving for, as indicated from the data as indicated in Table 3, which illustrates the accomplishment of one school system.

TABLE 3

School Year	Amount Saved by Accepting Substitutes	Percentage of Total Purchase
1929-30	\$ 8,352.84	4.95
1930-31	12,927.26	7.99
1931-32	12,672.28	10.21
1932-33	12,672.28	15.31
1933-34	5,220.35	13.82
1934-35	12,881.07	16.83
1935-36	11,227.45	16.06
1936-37	16,226.62	22.73
1937-38	16,490.76	19.41

It is probably true that almost as many cities either permit substitutes or sometimes permit them as do not permit them. It is very probable that neither large nor small systems practice uniformity as to the authority in accepting a substitute. Testing samples for the merits of the proposed substitute seems to be more prevalent in large systems than in small ones. The problem needs further study along lines suggested by the following:

Under what circumstances and conditions should substitutes be accepted?

Is the practice of accepting substitutes fair to other bidders?

By whom and through what methods of procedure should substitutes be determined?

Low bid on board specifications is accepted by the committees whenever the quality of a lower priced substitute is not considered better. A purchase on a strictly low bid on board-specifications basis, with no substitute bids accepted, would entail an additional expenditure equal on the percentage basis to the saving expressed above.

## II. Determination of the Characteristics of Written Specifications

A. What determines the nature, or the characteristics, of the items to be written in the specification?

Quality-price purchasing assumes that all equipment and supplies should be purchased on the basis of bids and these should be based upon definite specifications. This will enable all vendors to know the quality of articles wanted. It is believed by the writer that if all equipment and supplies are purchased through specifications and if tests are used in order to determine whether the deliveries meet the standards set forth by these specifications, that a great service will have been rendered the schools. Materials of uniform quality will be secured at a lower price than is otherwise possible.

A careful examination of the state school laws, referring to the purchase of school supplies, shows a great lack of requirements. In fact, this examination shows that less than one half of the states have any definite statutory provisions for bids or proposals for the purchase of supplies.<sup>18</sup>

There are 22 states which have state laws requiring boards to place the purchase of supplies and equipment upon a competitive basis. However, many of these provisions are indefinite, and much is left to the discretionary power of boards in working out the details in the purchase of supplies.

It must not be assumed that the act of obtaining two or more prices on the same article is the whole answer to the problem of purchasing through specifications. There are many and devious ways in which the buyer can discriminate among the competitors who are asked to submit bids, by withholding from some of them the essential terms affecting the execution of a purchase contract, if he cares to do so. It is, therefore, of prime importance, in order to avoid such conditions, or suspicion that such condition may exist, that insofar as possible all essential information be included in the specifications, and thus any misunderstanding be avoided as to the re-

<sup>18</sup>John C. Shreve, "The Purchase of School Supplies," *School Executive Magazine*, May, 1934, p. 274.

<sup>15</sup>Dr. Stanley Newman Reeves, *Bulletin No. 5, N.A.P.S.B.O.*, Chapter IV, p. 37.

<sup>16</sup>C. V. Kelly, *op. cit.*, p. 43.

<sup>17</sup>H. E. Jenkins, "School Administration in Action," *AMERICAN SCHOOL BOARD JOURNAL*, July, 1934, p. 72.

quirements for the submission of bids and the delivery of the merchandise in accordance therewith.

In making a study of specifications, Gaiser<sup>10</sup> has found by an analysis of the specifications received from 29 different school districts, ranging in size, on the basis of enrollment, from 2,700 to 80,000 pupils, and located in all sections of the country, that the following tendencies prevail:

1. The date of issue is shown in thirteen of cases studied;
2. The advance purchase is advertised in seventeen of the cities reporting, while ten indicated that an advertisement was not required;
3. Handling of samples did not seem to be at all uniform—19 conditions being reported. The most common practice seemed to be that the purchase of certain items is made on the basis of samples;
4. The most common practice seemed to indicate that acceptance of substitutes is permitted in such cases; however, bidders are required to label their samples with the item number for which it is substituted and must so indicate on their bid;
5. The quantity to be purchased is usually stated with a clause giving the option of purchasing a given per cent more or less.

The bid section may be subdivided into:

1. Presentation as was indicated should be at a given time and place and in sealed containers;
2. Preparation is commonly required on a prepared form usually loose-leaf. Some schools do not accept a bid if this condition is not fulfilled;

<sup>10</sup>Samuel Gaiser, "The General Specifications for the Purchase of Equipment and Supplies," *Twenty-Third Annual Report of the N.A.P.S.B.O.*, p. 215.

3. Signature of bidders is a requisite part of all bids;
4. Prices usually must be on unit of item as specified, and in some cases totals must be made;
5. Surety of the bid is usually provided by either a Surety Company agreement or a certified check;
6. Awards are commonly made on the basis of individual items.

A complete specification also includes statements regarding notice of awards and delivery procedure, a date usually being specified. A statement of procedure when bidder fails to qualify, as well as instruction for submitting invoices, is included in most reports.

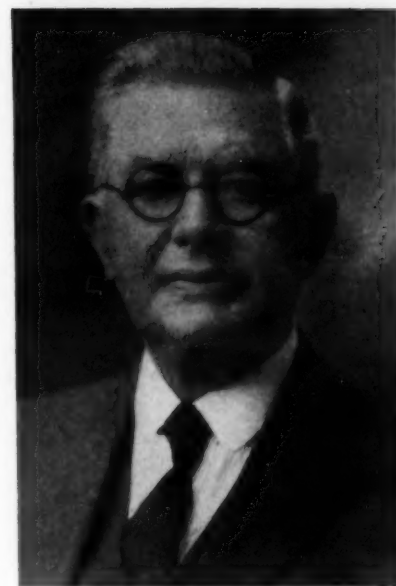
The purchaser usually reserves the right to reject any or all bids and to cancel a contract under certain specified conditions.

#### *B. How and When Should Bids be Received?*

Each purchase specification should include also a definite statement, indicating: time and place for the depositing of bids.

The date set for the deposit of bids must allow a sufficient time after the specifications are issued to permit the various bidders to make the most attractive estimate. The filing date should be very definitely stated and should include the time of day that bids close, as well as the day of the month. Bids are usually deposited in sealed or locked box in the office of the secretary of the board of education, but could be deposited in a similar manner in the office of the purchasing officer.

(To be concluded)



MR. DOANE HERRING  
Wilson, N. C.

Mr. Herring, who has been a member of the board of education of Wilson County, N. C., since April, 1922, was born in Nash County, on a farm, October 31, 1863. He removed to Wilson in 1872 and has resided there since that time. He received his education at the Wilson Collegiate Institute and at the University of Virginia, and made his professional studies at the Philadelphia College of Pharmacy, from which he was graduated in 1885.

He opened the Herring drugstore in 1886 and has conducted it successfully in the present location on Nash Street in Wilson.

Mr. Herring is extensively interested in farming enterprises and has taken an active part in civic affairs for many years. He was mayor of Wilson from 1900 to 1907, and was a member of the county board of commissioners for some years. He was elected a member of the county board of education in 1922 and has effectively served the board up to this time.

## What the Board Has a Right to Expect from the Superintendent

Doane Herring<sup>1</sup>

What I shall say may not be in line with authors of books on school administration. If I do not agree with educational authorities, I hope you will not think hard of me. If anyone should come to the conclusion that I am not widely read in the literature of the great school masters of the past or present, you may rest assured that this is one point on which we agree. I have simply thought through my experience as a board member in Wilson County during the past fifteen years and have listed briefly a few things I think a school board should expect of the man selected to lead the school forces of a school unit.

In approaching the question it is assumed that great care has been exercised in selecting our superintendents, and the following general qualifications insisted upon:

- a) That he be of unblemished character.
- b) That he be physically sound and healthy.
- c) That he have a background of experience as a teacher in the classroom and as a principal.

<sup>1</sup>The present address was delivered by Mr. Herring, who is a member of the board of education of Wilson County, at the first state-wide meeting of school boards of North Carolina, held in Chapel Hill, May 5, 1937.

d) That he be willing to discuss the problems of the various school districts with the committeemen of such districts.

e) He must be an adviser and not a dictator.

f) He should be equipped to plan a school building so as to conserve space and render a classroom convenient and well adaptable to the purpose.

g) That he be possessed of the patience, tact and judgment to deal with a Job or a Jezebel.

h) Our schools are public schools, for all the people, and we are not interested in his religion or political affiliation.

In addition to the foregoing qualifications of the person we have selected we should expect:

#### Qualities of Leadership

1. *Thorough education.* By this is meant an academic background supported by a broad experience and professional training that will elicit the respect and admiration of the most intelligent and ambitious members of the entire instructional staff of the school unit.

2. *Leadership.* One of his major, and

often most difficult, tasks is to lead us, as laymen representing the other laymen, to see his program in all of its professional and social significance. This much needed leadership calls for tact, common sense, and perseverance. This leadership is not limited to the board members. Inspiring leadership should find its way into the professional life of every principal and the heart and mind of all the teachers. In other words, the true idea of leadership tends to eliminate the idea of a hard task-master. He who can inspire is a leader. If he fails here the entire school system fails to render the service that all parents and friends of education have a right to expect, and even demand.

In placing the task of leading upon his shoulders we have a right to expect him to look to us to see that all business and financial matters should be organized and administered in a way to undergird the educational policies promulgated by him. All professional and academic questions are his, not ours. We make it our business to make his none of our business. The task of heading a school system has become a science and a profession. We are not trained in the science of this great profession and we expect the trained to be our leaders in this, the greatest task of a democracy.

3. *See potential possibilities in others.* In every school system we have some prin-



cipals and teachers who possess powers and abilities not found in all. These men and women who stand out in ability, energy and the will to serve are our potential educational leaders. If the task of discovering and developing talented men and women is well done the schools will always have a supply of competent leaders ready to take the places of those who will soon lay down their tasks. Let the lesson of the poet's brook keep our superintendents on the alert for the latent possibilities in our school ranks, for it is true that schools must go on as men come and go. The self-centered superintendent seldom sees potentialities in his associates, as he is blinded by his own ego. He should dignify the virtues of personal self-sacrifice, and thereby stimulate his teachers to do likewise. The forward-looking, broad-minded school executive is constantly on the lookout for those who have the capacity and the will to grow and serve.

#### Ability to Delegate Work

4. *Assign duties intelligently and delegate authority.* This requires vision and intimate knowledge of his school program. In every school system can be found people who can and will gladly assume certain detailed duties that are necessary in the administration of the affairs of the unit. The successful school executive never permits himself to become smothered in a mass of details that could be handled more efficiently and economically by some associates.

5. *Know the professional literature of the past and present, and have a philosophy of education.* In other words, he should know whence we have come and whither we are going. Out of his knowledge of the past, and an intelligent understanding of the present he should have a philosophy of education. This philosophy should be the result of his convictions, and these convictions the result of his thorough knowledge of the social and economic life of the school environment. His philosophy will not be complete unless he knows the traditions of the school unit, the place of his people in the larger school unit, the state, the nation, and the world.

6. *To beware of popular fads and notions in regard to education.* By reading the daily papers it is rather easy to note the efforts of certain educational propagandists as they endeavor to appeal to the popular mind and build up a strong case and secure a following. Too often these so-called new ideas are not the outcome of sound thinking and actual experience. Beware of popular notions. Let's urge our superintendents to keep their feet on the ground, and keep their eyes on the children. If they do these two things they will not be shaken, the minds and the education of our children will be safe. Children will never be educated unless they learn, and they will never learn except through their own efforts under the guiding influence of an inspiring teacher.

#### Independence in Thought

7. *Be an independent thinker.* If our executives are to beware lest they lead their school astray, some independent thinking is necessary. There is little chance of growth for the superintendent who fails to do some thinking on his own initiative. School problems are complex and no two school units are alike. I wish to place special emphasis on the question of independent thinking. As we experience the rapid tendency toward centralization in our superintendents need to do all in their power to protect and preserve their right to think, and the right to more voice in many questions that are being handled in a central office far removed from the field in which the problems are found. I realize it takes courage to think in the centralized system we are rapidly developing, but I insist that our superintendents have a right to and should think, and a right to expect their thinking to influence their school units in every detail. Otherwise, why the superintendent?

Some seem to think it would not be safe to allow too much local autonomy. I wish to say that the real progress made by our schools was made at a time when all professional and academic problems were solved locally. The tide toward centraliza-

tion is rapidly leading toward standardization, and standardization may lead to mental sterilization on the part of our local school leaders and teachers. It would be interesting and amusing to list the problems that were once handled locally and are being dealt with by agencies so far away from our problems until they see through a glass darkly.

Probably you expect me to say the superintendent should keep out of politics. This would hardly be fair. I know some people seem to think that the superintendent has no right to a political opinion. He has just as much right to his free ballot as any citizen, but he should never be active in city, county, or state politics. Occasionally some one wishes to strike a blow by saying politics governs the superintendent in the administration of the schools. I have seen so little of this that I am inclined to say our superintendents are not guilty. On the other hand, I have seen many pressure groups use all the influence possible, political and otherwise, in an effort to accomplish their purposes through superintendents. He should be politician enough to withstand these onslaughts. I am glad to say, that these efforts usually fail, and I commend our superintendents for resisting the groups as far as possible.

## Number of Months Employed and Salaries of School Custodians in Nebraska

Galen Saylor<sup>1</sup>

TABLE 1. Number of Schools Employing One or More Full-Time Custodians

Group Number	Size of School*	No. of Custodians Employed			
		1	2	3	4
1	26-49 teachers	1	2	4	1
2	16-25 teachers	18	19	9	1
3	11-15 teachers	38	4		
4	6-10 teachers	108	2		
5	5 or less	33			
Total		198	27	13	2

In May, 1937, the Nebraska State Teachers' Association made a survey<sup>2</sup> of the status of the custodial force employed by the Nebraska public schools during the school year 1936-37. These data are summarized in the following tables.

Tables 1, 2, and 3 present facts received from 240 town school systems in the state employing less than 50 teachers, including principals, supervisors, and superintendent. Table 4 gives data on the custodial force of some of the large city systems in the state, employing 50 or more teachers. These latter schools did not submit facts on each individual janitor, so they cannot be included in the first three tables. The summaries are for full-time custodians only; part-time employees and student helpers were not considered in the study.

Table 1 shows that few of the schools having a teaching staff of less than 50 persons employ more than one full-time custodian. Out of the total of 240 schools, 198 systems, or 82.5 per cent, employ one full-time man; 27 schools employ 2 men; 13 employ 3 custodians; and 2 employ 4 full-time custodians.

If we define the head custodian as the man receiving the largest annual salary in schools employing more than one individual or the only full-time man in other schools, the second custodian as the man

receiving the next largest salary and similarly for the next two in rank, Table 2 shows that 135 systems, or 56.3 per cent, employ their head custodian for 12 months of the year, while 5.4 per cent employ him for 11 months, 21.2 per cent for 10 months, and 17.1 per cent employ him for 9 months only. Most of the schools which employ him for the school term only are in the smaller towns.

Somewhat less than one half of the schools employing two janitors or more hire the second man in rank for 12 months, while in schools employing 3 custodians, the individual third in rank is employed for 9 months only in almost one half of the schools. Since but two schools reported employing a fourth full-time custodian, data for these individuals are not included

\*Schools of more than 50 teachers are given in Table 4.

<sup>1</sup>Director of Research, Nebraska Teachers' Association.

<sup>2</sup>Current Practices of Nebraska Schools, 1936-37, Nebraska State Teachers' Association, Lincoln, August, 1937. Mimeographed, 25 cents.

TABLE 2. Distribution of Schools According to Number of Months Custodians Are Employed

Group Number*	No. of Months Head Janitor Employed				No. of Months Second Janitor Employed				No. of Months Third Janitor Employed			
	9	10	11	12	9	10	11	12	9	10	11	12
I		1		7	2	1	1	3	3	1		1
II	3	2	2	40	7	6	2	14	4	1	1	4
III		5	2	35	1	2		1				
IV	18	35	9	48	2							
V	20	8		5								
Total	41	51	13	135	12	9	3	18	7	2	1	5

\*For size of schools classified in each group see Table 1.

in the tables. One of these men was employed for 9 months at an annual wage of \$360, and the other for 12 months at a wage of \$960.

The median annual wage of the custodian, or of the head custodian in schools employing more than one, is \$778 for the state as a whole, as shown in Table 3. Taking the schools by groups, Group I schools pay a median wage of \$1,150; Group II schools \$1,045, Group III schools \$922, Group IV schools \$683, and Group V schools or those with 5 teachers or less pay a median wage of \$388 per year to their custodians. As shown by the table, a great variation exists among the schools in the annual wage paid, some schools paying more than three times as much annual wage to the custodian as do other schools in the same group. In schools employing two or more janitors, the second in rank receives a median wage of \$758 for the state as a whole, and the third in rank receives \$625.

Eight of the school systems of the state employing 50 or more teachers gave the average wage of all full-time custodians employed, and 6 of these schools gave the wage of the chief custodian. It was impractical for these larger schools to submit data on individual janitors, so averages only are given in Table 4, except for the wage of the head custodian.

This study, supplemented by observation, indicates that many schools in the state are not securing a high type of individual nor a well qualified man for the position of custodian. Judging by the wages paid, few of the custodians can even

\*Four men are figured on a nine months' basis, but are re-employed for the summer as needed at additional salary. †Includes living quarters for all but one man, who is a subordinate employee working for nine months only.

TABLE 4. Number and Average Salary of Full-Time and Head Custodian in Eight Schools Employing Fifty or More Teachers

School	Number Custodians	Average Salary	Salary of Head Custodian
A	10	\$1122	\$1500
B	6	877	1020
C	11	1220	1400
D	8	1054	1800
E	6	760*	1294
F	5	866†	960†
G	10	1059	....
H	..	800	....

be classed as skilled laborers. Table 3 shows that 26.3 per cent of the head custodians receive a wage of less than \$50 per month on a yearly basis, and only 36.7 percent receive \$75 or more per month. It is a far too common practice in Nebraska for boards of education to employ janitors simply on the basis of wages asked, or on the basis of the need for a job. The school janitorship is too often regarded as a refuge for some unfortunate individual in the community who has been unable to support himself in other occupations. While some such individuals might be capable custodians, community sympathy should not be the primary basis for selection.

As a basis for selecting the custodian, boards of education should have a clear understanding of the duties and responsibilities of the position, and a better conception of the janitor's place in the educational life of the children. In other words, the board should analyze the custodian's job and then set some standards by which to judge fitness. An even casual survey shows that in the course of a year's time, most custodians must make use of at least an elementary knowledge of many skilled occupations, including that of painter, carpenter, stationary engineer, mechanic, plumber, heating engineer, electrician, mason, landscape gardener, health officer,



MR. O. P. PITTS  
Director, Division of Schoolhouse Planning,  
State Department of Education, Nashville,  
Tennessee

Mr. Pitts, who was formerly principal of the Lincoln County High School at Fayetteville, Tennessee, has been appointed Director of the Division of Schoolhouse Planning and Transportation for the Tennessee State Department of Education. He succeeds Mr. J. B. Calhoun, who conducted the office during the past six years.

sanitation expert, welder, and maintenance expert. In addition to these manifold duties, the custodian has many direct contacts with the pupils, and he should be a man capable of commanding their respect and co-operation. Disciplinary duties, supervision of halls, restrooms, and playgrounds, and supervision of children during the noon hour frequently come within his jurisdiction.

Other factors to which the board should give attention are the health and the character traits of the custodian. Health is especially important; yet we dare say very few schools have ever required a health certificate of the janitor. He should be examined annually for tuberculosis, and a Wassermann test should be required prior to initial appointment, and thereafter if it seems advisable. Due to his close contact with all pupils and teachers, character and personality factors should be carefully considered.

Efforts to raise the qualifications and training required of the custodian should be encouraged. The short term "schools" for custodians are a step in the right direction. The one conducted by the University of Nebraska, for example, runs for a period of one week and is held during the latter part of June of each year. Intensive training in most phases of maintenance and school-plant operation is given during the five-day session. Boards of education might well require all newly appointed custodians to attend, and encourage attendance of other custodians every year or two.

The employment of a school custodian is more than giving somebody a job. School boards should give the matter the same consideration they now give to the selection of teachers.

TABLE 3. Distribution of Annual Salary Paid Custodians

Annual Salary	Head Janitor					Second Janitor					Third Janitor		
	I	II	III	IV	Total	I	II	III	IV	Total	I	II	Total
Below \$300				1	10								
\$ 300- 349				2	2								
350- 399				4	6								
400- 449				4	5								
450- 499				1	4	2		1		5	1	1	2
500- 549				12	5	17	2	1		3			
550- 599				5	5		4			4		2	2
600- 649		1	3	19	1	24	1			1	1		1
650- 699			1	6	7		2	1		3		1	1
700- 749		2	2	12	16		1	1		2	1	2	3
750- 799		3	3	12	18	1	5			6			
800- 849	1	3	6	6	16	1	5			6		1	1
850- 899		2	1	5	8		1			1			
900- 949		5	9	9	2	25				1			
950- 999		3	1	4	8		1			1			
1000-1049	1	5	4	2	12	2	1			3	1	1	2
1050-1099	1	4	5	2	12	1	2			3			
1100-1149	1	2			3		1			1			
1150-1199	1		1		2								
1200-1249		11	2	1	14								
1250 and over	3	6	3		12								
Median	\$1150	1045	922	683	388	778	\$825	775	600	400	758	\$625	625



# The School Administrator and Library Instruction

Arthur L. Maberry<sup>1</sup>

## Present Situation

If the standards of work in the elementary and secondary schools are to be maintained and improved in the future, more efficient and profitable use must be made of available library materials. Teachers must learn how to instruct children in the techniques of selecting the best sources of information on their problems and train them in the skills of finding the appropriate books and materials without loss of time.

There are several causes that have brought about the situation in which teachers and schools find themselves at the present time. The recent economic depression called for economy in every place possible, and naturally one common procedure was to put more children in each classroom. This increased enrollment per teacher cut down the time which could be given to each pupil in individual attention. Teachers were faced with the problem of doing mass production teaching at a time when superior instruction and individual guidance were needed most.

The activity movement, increased emphasis on correlation, and integration were gaining momentum just before and during the depression. Teachers who were originally trained to teach subject matter from textbooks are now expected to use effectively the best of these new ideas in education. The majority of the teachers are slow to acquire these new methods and have difficulty in directing their pupils in the use of them, because they were never taught how to use library materials effectively themselves. In too many cases the librarians in teacher-training institutions have been depended upon to find the materials needed by the students, and as a result, when the students became teachers, they either continue to depend upon librarians to find materials for them and their pupils, or they are forced to do their teaching from textbooks only.

It is not necessary that teachers be library specialists in order to direct their pupils in the use of library materials. The increased emphasis on attention to individual pupils, however, practically demands that teachers be trained in the simple skills of finding quickly information in the common library situations. If they have even a small amount of training, they may soon become quite proficient through experience and reading on their own initiative.

When teachers know how to use library materials effectively, they not only can impart this most valuable training to their pupils, but they can keep themselves abreast of the times in education. They

may constantly improve their teaching with a minimum of effort and waste of time.

There are a few schools where the children have actually been trained in the use of a library. One good example of this is the Horace Mann School, New York City.<sup>2</sup> But there are too many places where this type of training has been treated like study: "There has been much talk about teaching children how to study, but very little has been done in the matter of actually teaching them."

The teacher-training institutions have taken for granted that their students knew how to use library materials and are, therefore, able to teach their pupils how to use them when they become teachers. It is very evident in almost any modern classroom in the public schools that neither the pupils nor the teacher knows how to use library materials to the best advantage. At least one institution has discovered this appalling fact and has started doing something about it in the way of offering a summer course for elementary teachers on the use of library materials. Many other teacher-training institutions can wisely take on library instruction.

## Some Fundamental Problems

The public schools will never give their pupils adequate library training until the administrative departments get the proper attitudes toward the pertinent problems involved. The administrator must take a definite stand on whether the school's library service to the children is to furnish them service in the form of needed materials and information or is to train the children in finding these things for themselves. It may be that the administrator should favor a policy combining these two purposes. If this be true, then he must decide which one is the more important and place upon it the greater emphasis.

There is no doubt that the library should furnish information and materials to the pupils, but it is far more important from an educational point of view that the children learn how to find these things for themselves. When they are trained in how to use library materials effectively, they may continue to grow in knowledge and understanding long after they have left the school library. Every effort should be made to provide information and materials in the library for the use of the pupils. The principal, teachers, and librarian should make it their personal interest to see that the pupils actually learn how to use the library facilities in the most pleasant, worth-while, and efficient manner possible.

The school library, if it is to fill its right-

ful place in the school, must be a laboratory or shop where children can come to learn how to use the storehouses of knowledge as well as to get information. If the library is a guarded storage room for materials of learning, as many of them are now and have been in past years, then students never can learn how to use books and other information effectively.

If we are to judge a pupil's ability to use library materials by the way he can use books in the classroom under teacher direction, there has been some fairly good library training in past years. But, if we are to judge the effectiveness of library training by the way adults built up and use libraries after they get out of school, then the training has been very poor. When children are actually taught how to use library materials effectively and are encouraged to use them both under teacher direction and alone, we shall find more and better use of libraries in homes and communities. People will demand and will get for themselves the things which they know how to use in order to learn the things that they need and wish to know. We must, therefore, judge the teaching of children in how to use library materials by the way they perform when they are working outside of the teacher's supervision. In situations where pupils are finding the information that they need by using indexes, guides, getting suggestions from librarians, and other similar methods, we can readily see that there is a feeling of "at homeness" and security not possible otherwise.

There are dangers of teachers, pupils, and even librarians having or developing library blind spots. As Dr. Carter Alexander<sup>3</sup> has pointed out, teachers often fail to take into consideration the amount of time many students will have to spend in finding the sources of information in which assignments have been made. The teacher must know how well her students can use library materials and must make her assignments accordingly if she is to keep the confidence of those whom she is instructing.

<sup>2</sup>Alexander, Carter, "Blind Spots in Using Library Materials," *Teachers College Record*, 38:405-15, February, 1937.

## FINAL ARRANGEMENTS FOR SCHOOL BUSINESS OFFICIALS MEETING IN BALTIMORE

John W. Lewis, chairman of the local committee on arrangements, has announced that arrangements are complete for the twenty-sixth annual convention of the National Association of Public-School Business Officials to be held October 11 to 15, in Baltimore, Md. The convention will have its headquarters in the Lord Baltimore Hotel.

President John S. Mount has arranged a strong program. Among the topics to be covered are school finance, school-building construction, operation and maintenance, supplies and equipment, accounting, and general business administration. In addition to the general sessions, at which topics of general interest will be presented, there will be a series of round-table meetings providing for free discussion and interchange of information.

Information concerning the meeting or its speakers, may be obtained from Mr. John W. Lewis, department of education, Baltimore, Md., or from Secretary H. W. Crambley, Pittsburgh, Pa.

<sup>1</sup>Deputy Superintendent of Public Instruction, Austin Texas. A second paper to be published in November will take up the administrative solution of specific school library problems.

<sup>3</sup>Aldrich, Grace L. and Flemming, Cecile White, "A Library in Action in a Modern School," *Teachers College Record*, 38:389-404, February, 1937.

# Teachers' Legal Relationship to School Districts

Irving G. Breyer<sup>1</sup>

There are three chief relationships of a school district with the public, which are of significance: (a) the district and its employees; (b) the district and its pupils; (c) the district and third persons. Inasmuch as each of these relationships would furnish material for a lengthy discourse, I shall limit this article to the first of said relationships, namely, "the district and its employees."

Under the statutes existing today in the State of California, teachers have obtained and are receiving a very high degree of protection. The majority of states have no tenure system, and teachers are protected only by contract. New York, Oregon, Indiana, and California are the outstanding states so far as a liberal policy for teachers' protection is concerned. The successive steps which have resulted in the present-day protection are quite interesting and show to some extent the development which teachers' tenure has had in California.

The historical case of *Kate Kennedy*, an old-time San Francisco principal, against the Board of Education of the City and County of San Francisco, reported in Volume 82, Calif. Reps. 483, constitutes the landmark of teachers' tenure in California. In that decision, the supreme court determined that a teacher elected "without limitation as to time" acquired permanency in her position and could only be removed in accordance with Sec. 1793 of the political code which was enacted in 1881. This section of the political code stated that a teacher could be removed for cause. In interpreting said section of the political code, the court said,

It seems to us that this section of the Code fixes the time for which the right to hold the place shall continue, at least where the board of education has not limited the time in selecting the teacher. The section does not provide for any contract to be made by the board, but does provide in plain and unequivocal terms that "when elected" the teacher "shall be dismissed only for violation of the rules of the board of education or for incompetency, unprofessional or immoral conduct."

The supreme court held that since *Kate Kennedy* was elected without limitation as to time that she could only be removed for cause. That the supreme court recognized such a teacher acquired tenure is definitely disclosed by the following language in the decision,

It is said, with an apparent fear of the disastrous consequences to our free institutions, that such a construction confers upon the teachers of our public schools, life positions. But it does not confer a life position. It gives a teacher the right to hold the position so long as he is competent and faithful.

<sup>1</sup>Adviser Legal Department, Board of Education, San Francisco, Calif.

## Developing the Teachers' Tenure Law

The next step in the development of teachers' tenure law in California was in 1921, when Subdivision (e) of Section 1609, Political Code, was enacted, which gave the governing board of a school district the following power, "To classify as permanent teachers all persons who shall have been successfully employed as teachers by the district for two consecutive school years at the time of classification. . . . It should be noted that only two years of service were required, and, furthermore, that there was no requirement for such service to be "complete."

In 1929, the legislature enacted into the school code of California, Sec. 5.500, which constitutes the next step in the development of teachers' tenure. Said section read as follows:

Boards of school trustees and city and county boards of education shall have power and it shall be their duty to classify as permanent employees all persons except those hereinafter specified, who shall have been successfully employed by the district for two or three complete consecutive school years in positions requiring certification qualifications.

The changes made by this amendment were:

1. Either two or three years of service could be required at the option of the governing board of the district.

2. Said years were required to be complete.

It was not until 1931 that the legislature relaxed the requirement of complete service by the enactment of Sec. 5.503 of the school code, which section provides that 75 per cent of a year's service would be interpreted as "complete." Likewise, in 1931, the legislature amended Sec. 5.500 of the school code, by definitely setting the length of probationary service in order to acquire permanency at three complete, consecutive school years. This is the requirement which is in effect at this time in spite of the attempts to modify the same at the last session of the Legislature.

I will now attempt to analyze the various legal relationships which a teacher may assume in engaging her services with a school district of any type having more than 850 average daily attendance. There are four classifications of teachers under the School Code of California: (1) substitute; (2) temporary; (3) probationers; (4) permanent.

A "substitute teacher" is defined in Sec. 5.520, School Code, as follows: "Those persons employed in positions requiring certification qualifications to fill positions of regularly employed persons absent from service." In other words, when one receives an appointment as a substitute

teacher, that person is receiving an appointment to fill some vacancy caused by the absence of a regular probationary or permanent teacher. It is not the substitute's own class, but, rather, it is a closed position and the substitute is merely taking over temporarily the duties of the teacher who is absent due to illness or otherwise. A substitute teacher acquires no legal standing by virtue of working as a substitute other than being entitled to receive compensation for the time served according to the schedule rates of pay set up by the governing board for substitute teachers. A substitute may be dismissed under Sec. 5.690 of the school code "at any time at the pleasure of the board." In other words, a substitute teacher, unlike a probationer, can be dismissed at any time during the school year or at the completion of the school year without cause. However, there have been some interesting questions of law which have arisen in connection with substitute service which I will discuss.

A "temporary" teacher is defined in Sec. 5.521 of the school code as follows:

Those persons requiring certification qualifications other than substitute employees who are employed to serve from day to day during the first three school months of any school term who teach temporary classes not to exist after the first three school months of any school term, or to perform any other duties which duties do not last longer than the first three school months of any school term, or to teach in schools of migratory population for not more than four school months of any school term.

It is provided under the law that if such classes or duties continue beyond the time limits as set forth for temporary teachers, that such teachers shall be classified as probationary employees. The chief reason for utilizing temporary teachers in a school district is when at the beginning of a term, the board of education is lacking in definite knowledge as to the number of pupils which may be enrolled in certain classes. If probationary employees were engaged to teach such classes and the enrollment fell off after the first few months to such an extent so that the continuation of such classes could not be justified, the board of education would have to retain the probationary teacher until the conclusion of the school year and pay her salary.

Thus, the legislature, in order to take care of such a situation, has provided for the appointment of temporary teachers, and, in order to safeguard a misuse or abuse of this power by school boards, has provided that if the duties of the classes extend beyond the three months' period, then such temporary employees immediately obtain the legal classification of probationers. A "temporary" teacher, under



Sec. 5.691 of the school Code, may be dismissed at the pleasure of the board, provided, of course, that such temporary teacher is dismissed within the first three school months of the term, or, in case of migratory schools, during the first four months of the school term.

Thus, a temporary teacher receives more legal protection than a substitute teacher to the extent that if her services are not discontinued within a stated time, then probationary status is acquired by operation of law.

### Defining the Probationary Teacher

A "probationary" teacher is the third type of classification. Sec. 5.510 of the school code defines probationary teachers as:

Those persons employed in positions requiring certification qualifications for the school year and who have not been classified as permanent employees under the provisions of this code or as substitute employees.

A probationary teacher by virtue of an appointment as such immediately acquires definite legal standing and rights. The recent case of *Gola Wood vs. Los Angeles City School District*, 6 Cal. App. (2d) 400, in distinguishing between a probationary and substitute teacher, said:

The distinctions between probationary classification and substitute classification are obvious. The probationary teacher is employed for the full year; the substitute teacher is employed from day to day to serve at the option of the school district in the absence of the regular teacher. The probationary plan was provided so that a school board would have an opportunity to determine before a teacher should be given a lifetime position in teaching children of the district whether or not that teacher would be thoroughly satisfactory. Her ability to impart instruction, her power to hold the attention of the pupils, and to maintain order, her power to inculcate principles of righteousness and loyalty, and to fill the children with a sense of their obligation to society and to country, all of these and other qualifications must be carefully investigated and determined before the district is obliged to decide and to take the important step of employing her permanently. For such purpose the probationary classification is created. When a regular teacher is absent and a substitute is called in, the continuity of instruction and the orderly program of the pupils is interfered with. The substitute teacher has no satisfactory opportunity to carry out either her own plans or the plans of the regular teacher. A teacher who comes into a classroom for a short period of time and has a mere substitute for the regular teacher does not have presented to her the same problems as those presented to a probationary teacher nor the same test of her capabilities.

The obtaining of a probationary appointment is the first real steppingstone necessary for a teacher to acquire in order to achieve permanent tenure. It is necessary under the school code of California to serve three complete, consecutive school years as probationary teacher and to be re-elected for the next succeeding school year in order to acquire tenure. As I have already stated, a complete school year is now defined as serving at least 75 per cent of the number of days the regular schools of the district in which school such employee is employed, are maintained.

A probationary teacher acquires certain

regular rights so far as dismissal is concerned. Under Sec. 5.680 of the school code, a probationary teacher, during the school year, can only be dismissed for cause in the same manner as permanent teachers. Thus, when a probationary teacher is once hired, she cannot be dismissed during the school year unless charges are instituted and she is dismissed after a hearing of said charges in the manner provided by law.

The very recent case of *Comstock vs. Board of Trustees of the Compton Junior College*, 89 C.A.D. 586, held that a probationary teacher of a school district may be dismissed during a school year only for the same reasons and under the same procedure as is established for the dismissal of permanent employees of school districts by the school code. A probationary teacher may, however, be dismissed at the conclusion of a school year without cause if, on or before the fifteenth day of May, the governing board gives notice in writing that his or her services will not be required for the ensuing year. This is provided in Sec. 5.681 of the school code.

Thus, if a school district fails to give a probationary teacher such notice by May 15, the said teacher immediately, by operation of law, acquires a new contract for the next ensuing school year, and cannot be dismissed until the conclusion of the following school year and then only if such notice is properly given at the proper date. This matter of giving proper notice can become very serious. If by some chance it is intended to dismiss a probationary teacher at the end of her third year of service and the giving of the notice is overlooked, the result would be that such teacher would have a permanent position in the school district.

Before leaving the subject of probationary teachers, attention is called to Sec. 5.682 of the school code which was enacted as a new section by the 1935 session of the legislature. This section provides that in any school district having an average daily attendance of 60,000 or more pupils—such as San Francisco or Los Angeles—probationary employees can be dismissed for cause only, even at the conclusion of a school year. The said section further provides "the determination of the board as to the sufficiency of the cause for dismissal shall be conclusive, but such cause must relate solely to the welfare of the schools and the pupils thereof."

To my knowledge, there has been no court adjudication as to the interpretation of this section, but I am of the opinion that said section practically places probationary teachers in districts of 60,000 or more average daily attendance on the same basis as permanent teachers; in other words, a probationer in such a district can only be dismissed for cause and, regardless of a determination by the school board that cause does exist, such determination must be based upon facts, and cannot be arbitrary. It thus appears that it might well be under the present law that,

in large districts having 60,000 or more average daily attendance, such a teacher acquires all the protection of tenure the first day she receives a probationary appointment. However, it is my personal opinion that if this is the interpretation given by the courts, the legislature will amend the same as such a construction would defeat the very purpose of having probationary service for teachers, to wit, in order to be assured of their qualifications.

### What is a Permanent Teacher?

The fourth classification of a teacher is that of a permanent. Sec. 5.500 of the school code defines a permanent teacher as one "who after having been employed by the district for three complete, consecutive school years in a position or positions requiring certification qualifications is re-elected for the next succeeding school year to a position requiring certification qualifications."

In some school districts such as San Francisco, which has a freeholders' charter, certain provisions of the school code may be changed by virtue of charter provisions. For example, the charter of the city and county of San Francisco provides that "teachers, heads of departments, vice principals, principals, supervisors, and directors shall be classified as permanent employees in their respective positions after they have been successfully employed in such positions in the school department for a probationary period of three years. In the absence of any action to the contrary by the board of education at the end of the third year of such employment the classification shall be considered as permanent." It should be noted that under this charter provision, there is no requirement that such probationary service shall be consecutive and it has been held in the case of *Anderson vs. San Francisco Board of Education*, 126 Cal. App. 514, by the Appellate Court of our state that the provisions of the charter of San Francisco dealing with tenure supersede the school code provisions because of the fact that said charter provisions are in *furtherance and not in derogation* of teacher tenure. In other words, the charter provision in the requiring of consecutive years of service, made tenure more liberal in favor of the teacher and, therefore, said provisions was in furtherance of the teachers' tenure law.

I am pointing out this matter at this time in order to demonstrate that in cities such as San Francisco, it is not always a simple matter of turning to a section of the school code and finding out what the law is. It is likewise necessary, in many instances, to turn to the city charter to ascertain whether there is a provision on the subject and if there is, then decide which provision prevails, which decision turns upon the question of whether the matter is a municipal or state concern, and, if the former, whether it is in conformity with the school code.

(To be concluded)

# How Los Angeles Schools Sell the School Budget to the Community

Harry M. Howell<sup>1</sup>

The total expenditures for free education in Los Angeles for 1936-37, excluding capital outlays and bond redemption and interest charges, were \$31,314,414. To the average person not familiar with the size and extent of the Los Angeles school system, this amount of money naturally seems a stupendous sum. To justify in the minds of the public a proposed increase of \$4,624,463 in operating expenses for 1937-38 over the actual expenditures of 1936-37, and also an increase in capital outlays for a "pay as you go" building program by approximately \$2,500,000 over the previous year's expenditures was a major problem facing the board of education of Los Angeles.

As a whole citizens are becoming more and more tax conscious, and in most cases they receive the news of higher county, city, and school budgets with considerable doubt. There are today numerous tax-research organizations which make careful and critical analyses of governmental budgets in order to determine the causes and justification for mounting public costs. These research groups are usually affiliated with local and state chambers of commerce and large taxpayers. This is a very worth-while and commendable service which these organizations are performing. However, because the great majority of the taxpayers do not have the facilities to make studies of tax-spending bodies, the Los Angeles board of education feels that all the citizens of the community should know the facts concerning the financing of the most important phase of public service—free education.

In order that the general public may be informed regarding the educational program and the financial administration of the schools, the board has for several years prepared for general distribution a budget brochure. This pamphlet is illustrated with pictures and charts, and gives a thorough analysis of the income and expenditures for several preceding years as well as the proposed tentative budget for the ensuing year.

The brochure usually consists of about twenty pages, size 8½ by 11 inches, and is divided into two sections. The first few pages are devoted to the aims, aspirations, and philosophy of the school curriculums and activities. In this section many illustrations are used to acquaint the public with the activities and experiences of the children in the schools.

Contained in the second section of the pamphlet is a thorough analysis of the financial administration of the schools. In this division of the booklet is a complete description of revenues and expenditures. Most financial data is not readily understood by the lay person, and in order to make certain the reader will obtain a clear conception of the facts, one page of the brochure is devoted to each of the seven major budgetary classifications. Several pages cover revenues and general information. In brief, the pages of this section of the brochure contain the following information:

1. Definition of the budget classification and

a brief description of the type of service rendered.

2. A picture portraying the service rendered.

3. A chart which compares the particular expenditure classification to the total operating expenditures for a 10-year period.

4. An analysis in tabular form of the various types of expenses included in each budget classification with the amounts expended over a 5-year period in comparison with the amounts set up in the proposed budget.

5. A statement of revenues and cash surplus for the preceding 5 years and the estimated income from all sources for the new fiscal period.

Before the school budgets may be officially adopted, the California School Code requires boards of education and school trustees to hold a public hearing on said budgets during the first week in August of each year. Before this hearing takes place, the budget pamphlet is distributed to newspapers, chambers of commerce, parent-teacher organizations, service and study clubs, business firms, tax-research associations, labor unions, American Legion posts, fraternal organizations, civic bodies, and other societies and individuals. This wide dissemination of factual information regarding the school program and the budget for public education has had the effect of building a closer relationship between the taxpayers and the school system.

It should be remembered that budget-making

## A Glimpse of What Sixty-two Cents A Day Will Buy for the Children of Los Angeles



A typical page of the "budget" circular issued by the Los Angeles board of education through Dr. Howell's office.

ing is actually a continuous process. Throughout the year members of the board of education, Superintendent Vierling Kersey, and his staff avail themselves of opportunities to appear before civic bodies, clubs, microphones, etc., on behalf of the educational needs of the 305,000 school children of Los Angeles.

## How the Hartford Board of Education Does Its Work

The board of education at Hartford, Connecticut, has been in existence somewhat over three years. It represents a unified school system formerly consisting of nine districts within the municipal limits of the city. During the winter of 1936 the board determined to have an outside group study the local school situation so that both the executive officers as well as the board members might have at hand a clear statement of the present excellencies as well as shortcomings of the schools and might develop a definite program of improvement. The survey, which was conducted by the Institute of Educational Research of Columbia University and directed by Professors Strayer and Engelhardt, discusses in detail "How the Hartford Board of Education Does Its Work" and how it carries on in relation to the municipal administration of Hartford.

"The board is legally responsible for the maintenance of the public-school system of the city," says the report. "In the discharge of its functions it must from time to time determine policies within the limits set by state law having to do with the selection, assignment, transfer, and retirement of the personnel engaged in the work of the school system. The board must, as well, act upon matters having to do with curriculums and courses of study; with the provision of books and other supplies; with the maintenance and

operation of the school plant; with the financing of the schools; with the services of special workers dealing with research attendance, guidance, health, and physical education; and with the work of supervisors employed for the purpose of improving instruction in the school system."

The board of education of Hartford consists of nine members, with terms of four years, but the law does not fix the elections in such a manner as to provide for expirations on successive years. The survey report here says:

"The board of education should be thought of as a continuing body. It ought not to be possible at any single election to overturn the board and possibly to modify greatly the policies which have been developed over a period of years, by placing upon it a majority of members who may have had no experience with the affairs of the school system. It is the firm recommendation of the survey staff that those who wish well for the schools of Hartford support the bill which ultimately modifies the length of term of members from four to six years and which provides that only three members shall be selected at any one biennial election."

### Recommend Nonpartisan Elections

The desirability of selecting and electing members of the board of education upon non-

<sup>1</sup>Director of the Budget, City Board of Education, Los Angeles, Calif.



partisan and nonpolitical lines is dealt with in the following paragraphs:

"The law under the provisions of which the board of education is now elected, and the bill before the general assembly, continue in operation the method of voting which provides for a minority representation. If nominations for the board are to be made by political parties, this procedure is eminently desirable. The members of the survey staff, however, recommend that the method of election be amended to provide that nominations for membership on the board of education be by petition and that a special school ballot be prepared for use at the general election. It is further recommended that the names of persons appearing on the school ballot be rotated in order of their appearance so that there shall be an equal number of ballots distributed throughout the several election districts of the city on which each of the persons nominated shall occupy the first position on the ballot, each the second position, the third, and so on for the total number of nominees. It is also strongly recommended that the names appear on the ballot without party designation.

"These recommendations are made for the purpose of securing for membership on the board men and women who can be persuaded to serve the community but who may hesitate to accept nominations from a political organization for fear of an implied obligation to the party granting them the nomination. The recommendations are made with full realization of the fact that nomination by petition makes it possible for political organizations to present their candidates before the people just as certainly as civic organizations without political affiliation may place in nomination their candidates. There is no assumption in making the recommendations that it will be easy to secure the election of those best qualified for service on the board of education. There is the assumption, however, that when it is possible to nominate by petition, political organizations will recognize the competition which they must meet and may on this account nominate men and women of high qualifications for service on the board."

#### Independence of School Boards

In discussing the question of school-board independence, namely, exemption from the authority of mayors, city councils, finance or estimate boards, the surveyors make the following significant statement:

"Where boards of education have been given complete responsibility for financing of schools, the cost of education has not been greater than found in cities where the budget is determined by a board of finance or a board of estimate. If the legislation proposed to secure this independence the board of education of Hartford will be able to forward a program based upon its knowledge of the needs of the school system."

The surveyors recommend that a fixed rate (say 11 mills) for the support of the schools be included in the total tax rate of the municipality. They also hold that any additional support required should be subject to popular vote. The surveyors then add:

"If a law embodying the provisions suggested above were to be passed by the general assembly and made effective for the city of Hartford, the board of education would enjoy the type of responsibility now accepted by a majority of boards of education throughout the United States. Giving members of a board of education a limit within which they must operate will tend to make them scrutin-

ize carefully every item in the budget proposed for their consideration by the executive staff. The fact that they had such responsibility and that their acts would determine, at least within certain limits, the tax rate for the city, would serve notice on all citizens of the importance of selecting able persons for membership on the board of education."

#### The School Board and the Superintendent

After outlining the function of the board of education as a policy-determining body, acting on all financial matters, the selection of the personnel, courses of study, provision of books and supplies, maintenance and operation of school plant, etc., the report enters upon the following discussion:

"In the performance of its duties, the board of education must of necessity rely upon the recommendations of the professional personnel. It is inconceivable that any body of laymen could intelligently accept responsibility for the details of administration and supervision, for the development of an efficient school system as represented by curriculums adapted to the needs and capacities of the boys and girls enrolled in the schools, or for the teaching process as carried on by the professional personnel at work in elementary schools, in junior and senior high schools, in special classes and schools, or in adult education. The method employed by the board in discharging its duties is of first-rate importance.

"When men and women are elected to a board of education they accept full responsibility for the policies which shall prevail in the maintenance and development of an adequate system of public education. This responsibility cannot be delegated to a committee. The tendency in boards of education that operate with standing committees is to accept the report of a standing committee without the careful consideration of policy which it is their duty to give it. Standing committees lead, as well, to delay in the consideration of matters of importance by the board as a whole. It not infrequently happens that a standing committee will consider over a period of weeks or even months a matter of policy which could have been decided promptly were it brought out into the open and given a fair consideration and final determination by the whole board.

"Members of a board of education may best represent their constituency by selecting the highest type of executive to be found. Having rendered this service they are under the obligation to require of him from time to time a record of the work done and proposals for the development of the school system placed in their charge. The executive, if he be competent, must present his case to the board of education, which must be able to demonstrate the wisdom of the policies which he advocates, must be ready to defend in terms of a measurable achievement his own administration.

"A good board of education will insist, from time to time, upon having brought before it evidence of the progress and the efficiency of the school system. The members have a right to propose that the schools, if adequately supported, shall become increasingly efficient from year to year. Measures of the progress of children through the school system, of achievements in the fields of study commonly taught, of the regularity of school attendance, of economies that have been effected in the maintenance and operation of the plant, and the like, should be presented frequently as evidence of good administration.

"Nothing can more certainly interfere with the efficiency of the school system, and nothing can be more fatal to the proper relationship between the board of education and the superintendent of schools, than the desire upon the part of any member of the board to place anyone in the school system because he is personally acceptable or because of political expediency. A good executive must seek constantly to surround himself with able associates. He will strive earnestly to secure the best persons that can be had for the salaries paid. When the chief executive enjoys this responsibility, one may reasonably hope for maximum co-operation between him and the staff of the school system. Without it one has no right to expect that the staff will work in hearty accord with the superintendent of schools."

♦ Bayport, Minn. The voters have approved a school-bond issue of \$60,000 for the erection of a classroom and gymnasium building. The bond issue will be matched with a PWA grant of \$42,075, making the total cost of the building \$90,000.



The Board of Education of South Bend, Indiana.—Left to right: Mrs. E. M. Morris, President Russell H. Downey, Dr. V. E. Harmon, Treasurer Laurence J. Harwood, and Secretary George E. Davies. Mrs. Morris and Dr. Harmon are the new members of the board. The present board was organized on August 2, 1937.

# School-Board Members

## Who are Making Educational History in American Cities

### MR. J. J. IZARD

President, Board of Education,  
Van Buren, Arkansas

This year, Mr. Izard completed his twenty-fifth consecutive year of service as a member of the school board. For twenty-three of the twenty-five years, he has been president of the board.

As a part of their observance of the Horace Mann Centennial Year, the faculty of the junior-senior high school decided to give recognition to the long and faithful community



Mr. J. J. Izard  
President, Board of Education,  
Van Buren, Arkansas.

service rendered by this school-board member. Therefore, on high-school graduation night, a "certificate of admiration and esteem" was presented to him in appreciation of his twenty-five years' continuous service in the cause of public education. It was signed by the superintendent, the principal, and every member of the high-school staff, and was presented by Supt. D. M. Riffin in the following words:

"Here in America, we are this year commemorating the one-hundredth anniversary of the year in which Horace Mann gave up the prospects of a lucrative law practice to become secretary of the newly created board of education of the State of Massachusetts. In that position, he gave the remainder of his life to the cause of education with such zeal and effectiveness that all America now delights to honor him as the father of the public-school system.

"Marvelous progress has been made in public education since the days of Horace Mann, and additional progress will be made in the years to come. Perfection has not been reached. All this progress has been made only because there have been other public-spirited American citizens, not teachers, but laymen like Horace Mann, who have been willing to

dedicate some of their time and talents to the serving of society and its youth in the promotion of public education.

"On this, our commencement occasion during this Horace Mann Centennial year, we of the junior-senior high-school faculty want to publicly honor one of our own citizens who has made a lasting and unselfish contribution of service to the schools of this community. As a small token of our appreciation of this long period of wholehearted service, and his continuing interest in the schools of Van Buren, we wish to present this 'certificate of admiration and esteem' to Mr. John J. Izard."

### MRS. FLORENCE C. PORTER

Secretary, Board of Education,  
Bakersfield, California

Mrs. Porter has this year completed eight years of service as secretary of the Bakersfield (California) board of education. The Bakersfield elementary schools have an average daily attendance of more than 5,000 children, who are housed in fourteen schools scattered about the city. During this eight-year period, Mrs. Porter has initiated many progressive movements, which have served to give the Bakersfield schools one of the highest ratings in California.

In 1930, when no public support of any kind was given to recreation, through Mrs. Porter's efforts a recreational program was sponsored by the board of education. This



Mrs. Florence C. Porter  
Secretary, Board of Education,  
Bakersfield, California.

program met with such general approval that it has been continued each year, and the need for supervised recreation has been acknowledged by city and county authorities.

In addition to serving as a local board member, Mrs. Porter has been for more than four years a member of the California State Board of Education, and also executive secretary of the California School Trustees' As-

sociation, an organization representative of the entire state, which she helped establish in 1931.

Mrs. Porter's acquaintance extends into every part of California, which has given her an intimate knowledge of school needs in various parts of the state, and because of her keen interest in the advancement of public education, she is a frequent speaker on programs of educational conferences.

### MR. E. R. DURGIN

President, Board of Education,  
Racine, Wisconsin

The school system of Racine has enjoyed a splendid reputation due to the fact that the citizenship has always manifested a deep concern in the selection of the members of the board of education. The educational leadership provided has always been of the highest.



Mr. E. R. Durgin  
President, Board of Education,  
Racine, Wisconsin.

Mr. Durgin was unanimously elected for a second term because his first term had demonstrated his character and fitness for the important task assigned to him. Being a man of affairs as well as one of scholarly attainments, Mr. Durgin had a proper approach to his task and a clear conception of the distinction conferred in a school-board presidency.

Mr. Durgin was born at Wahoo, Nebraska, on June 19, 1889, but was educated in Wisconsin. He attended the elementary school at Racine, graduated from the Racine College in 1904 and Beloit College in 1908. He is identified in an important capacity for twenty-two years with the J. I. Case Company of Racine, manufacturers of agricultural implements.

Mr. Durgin is a man of family and has two daughters attending the local junior high school. He manifests an active interest in the civic and social life of his community and is, all in all, a highly useful citizen.



# THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

## Satisfactory Units of School Administration

**I**N RECENT years educators and legislators have given much attention to the creation of school administrative units that would ensure greater financial security and educational efficiency for the schools. The tendency here has been decidedly from the smaller to the larger units.

The studies engaged in have demonstrated that certain factors become controlling in determining upon the area upon which a self-sufficient unit can be established. The first of these is the fiscal competency of the area, second an adequate educational program which can reasonably be realized, and third, the feasibility of uniting the weaker with the stronger district.

In discussing one of the major factors, namely that of fiscal competency, Alanzo G. Grace of the University of Rochester, New York, holds that the following elements must be considered: (1) variations in the actual value of property in existing districts, (2) land classification, (3) tax delinquency, and (4) extent of local debt. He then adds:

"One school district, for example, may be fortunate enough to have within its boundaries two or more railroads, light and power companies, or other large or heavily assessed properties. The adjacent district may be dependent solely upon the assessed valuation of a few farm parcels for the school therein. No matter how far a state may be willing to go in the matter of the state equalization of support of education, the one district may remain at a distinct disadvantage because of local fiscal inequalities."

Passing from the financial considerations involved we come to the problem of educational adequacy. One might hold that the character and extent of an educational program ought not be governed or guided by the size of the public purse. And yet no governmental unit can expend more than it receives. The dollar mark sets its own limitations.

The inherent value of the larger unit effected through the consolidation of a series of smaller districts, combining the weaker with the stronger, lies not only in effecting certain economics but more largely in affording a general strengthening of the educational labors performed. Here Mr. Grace says:

"The larger unit makes possible the selection of competent boards of education, as the policy-determining bodies of these districts. It would provide for the delegation of administrative responsibility to a superintendent of schools. In brief, the rural areas of a state may have an educational organization similar to that which now prevails in cities and villages without the loss of local autonomy. The simple creation of the larger unit, however, will not guarantee better administrative practice. There must be a reallocation of certain functions or services to other governmental units. There must be effective leadership provided within the unit for no administrative organization is stronger than the personnel required to manage it."

The problem in its entirety is by no means solved. While great progress has been made much more remains to be

accomplished. These who stand in the way are the traditional supporters of the small district who feel that in yielding to unification they are surrendering something of their citizenship right—and of their opportunity to hold office. The schools should be kept close to the people, but where proximity does not always meet the ends to be subserved. District representation in the administration of a school system may be preserved in the administration of even the largest school unit.

## Decline of Birth Rate and the Schools

**S**TATISTICIANS demonstrate that the birth rate of the leading countries of Europe has declined during the past one hundred years from 35 to less than 25 per thousand population. And in North America, it is told that the birth rate in the United States has declined from 37 per thousand population in 1841 to 16.9 per thousand in 1935.

At the same time, the statistics show that our birth rate still exceeds the death rate and will, it is admitted, continue to do so for a number of years to come. And here it is to be noted that the diminishing death rate is due to the advance of medical and sanitary science. While the birth rate is estimated at 16.9 per thousand, the death rate is estimated at 10.9 per thousand, leaving the net increase at 6 per thousand population.

In the larger population centers, the educators have noted the decline in the birth rate and have wondered to what extent this decline will affect the school population of the future. Any radical decline in the birth rate in any community will become manifest some five or six years later when the children have become of school age.

Except in isolated instances, it cannot be said that the calculations for future schoolhouse accommodations will be materially affected. And yet in view of changing conditions, those entrusted with schoolhouse planning and construction may do well to note the birth rate in their own community and thus estimate the needs of a future day.

On the whole, it must be assumed that while in the past, the school population has grown in the ratio of the birth rate, that this simple factor of birth rate is no longer a safe criterion. The reasons are that the variance between the birth and the death rate is affected by a prolongation of life. While the birth rate is still larger than the death rate, it is affected by the fact that the average lease of life has been lengthened. Sociologists have noted that the family has grown smaller and have analyzed the reasons therefor. Without stopping to ask the whys and wherefors, it remains that the indications point to a future school population that will either remain static, or grow in moderate figures only. And within the next decade, the increase in school space will be due to the lengthening of the school life of all youth from the middle to the upper limit of the teens.

## Art Confronts School Administrators

**I**MMEDIATELY after the world war, the trend of art in Europe turned toward the realistic, grotesque, and bizarre. The finer traditions of earlier years were ignored, and startling and sensational innovations were fostered.

This trend has found its devotees in this country, and has even here and there influenced teachers of art in the public

schools. The argument has been that the school child must not be kept in ignorance of the new forms of artistic expression.

School administrators, on the whole, have not concerned themselves in any degree with the trend in the arts, except in the rather conventional forms fostered in elementary- and high-school courses. They have, however, come into recent touch with the offerings of painters of murals engaged by the relief departments of the Federal Government. The productions of artists on relief must go to tax-supported institutions, hence the schools are becoming the recipients of a variety of curious productions.

The board of education which is presented with a painting to be placed in a high or elementary school naturally asks whether this particular expression of art is appropriate for the youthful mind. The artist may have produced something in which he links his conception of art with social problems, and as Thomas Munro, of the Cleveland Museum of Art says, "deal with class struggle, capital and labor, the depression, crime, social injustice, and partisan politics. Such artists argue that children should be brought into contact with these present-day realities."

It would seem that most boards are logically rejecting this point of view. As Mr. Munro observes: "At the other and more conservative extreme are those art teachers and school authorities who believe that art should be taught as a subject by itself, without any reference to controversial themes, in terms of aesthetic principles, classical ideals of art, and subjects involving decorative beauty of accepted patriotic ideals."

School authorities called upon to determine upon the admission of works of art into the schools may well hold to the finer conceptions of the aesthetic, the elevating, and the beautiful. Children should not be exposed to the bitter expression of men on relief jobs who want to air their social and economic theories. There are sufficient numbers of artists who can rise above a deep sense of failure and even social despair, to depict on canvas happy, elevating, and constructive ideas.

### The Holdover School-Board Member

THE continuity and stability of boards of education rest in a large measure upon holdover members. This fact is recognized by practically all state laws providing for the election and appointment of boards. Even with the smallest boards having a membership of only three, it is deemed unwise that all terms of office expire at one and the same time. The laws contemplate the gradual induction of new members into their duties.

The new men may be citizens of high character, men of force, and individuals of long business or professional experience. Still, they will feel themselves quite helpless in entering upon their new duties as public officials. They will lack familiarity with existing laws, with the past history of the local school system, with present practices and precedents. Their judgment will be distinctly limited in every matter that comes to their attention. If they are wise, they will study the available literature on the office and on the local school system, and will look to the older members and to the superintendent for guidance in matters of procedure. They will remain relatively silent but will be keenly observant of men and measures until they have been fully initiated.

The holdover member of a school board owes it to the community and to the schools to welcome the new board member in a spirit of helpfulness and co-operation. His accumulated experience, his understanding of the local situation, and his appreciation of the true functions of his office, if conveyed to the new member in word and in action, will be of great service

to the latter.

It is not unreasonable to expect the holdover member to assist his new colleague in securing a correct appraisal of the scope and function of his job. The old member realizes fully that radical departures and reforms are not easily possible, and that the new member who champions immediate changes is likely to err seriously. The old member can help the new to study the lay of the land, he can provide appraisals of past events and of present conditions, and he can make clear the relative importance of the shortcomings and needs of the schools.

If the new member has capacity to grow, is willing to study and to work, and if he is independent in spirit, he will soon be able to form his own judgments, and in time carry on with the assurance of older members.

### Departures in State School-Board Organizations

IT IS more than four decades ago that the first attempts were made to bring board-of-education members together under some form of state organization. Some of the early associations held a few annual meetings and then went out of existence again. Their attendance in most states for some years was meager and lacked in genuine interest.

In some states, however, notably in New York, Illinois, Wisconsin, and Minnesota, the school-board convention idea found more general acceptance, and organizations have been reared which are realizing all the possibilities in the direction of useful service. These, too, have discovered the inherent weakness that besets state organizations and have striven to give them greater strength and stability.

Aside from the lack of continuity in membership of school boards, there was instability in the official personnel. The leadership changed with frequency, and no one could be especially delegated to recruit the membership or to render service in the interim between conventions.

The departures undertaken in recent years, which gives promise both in the matter of vitality and continuity to school-board organizations is found in the advent of the full-time paid secretary, with definite duties and responsibilities.

The New York State School-Board Association led the way in establishing a central officer at Albany, with a competent executive and clerical personnel. If the organization was at all worth while, it was also entitled to financial support. That was the thought upon which this splendid organization proceeded.

The recent announcement made by the Pennsylvania School Directors' Association that a full-time executive secretary has been chosen is equally promising toward greater association stability and service. Among the duties assigned to him are: (a) to render service to the school-board members who come to the state capital on official business; (b) to stimulate the membership in order that the association may grow in influence, solidarity, and helpfulness; and (c) to serve as the legislative contact man of the association.

In contemplating the possibilities of a state school-board association, it becomes clear that its service must not merely be confined to convention weeks, but must become an all-year service. Again, when the importance of proper legislative contacts is properly weighed, it becomes apparent that voluntary and temporary service such as has commonly been rendered, is inadequate and in the long run unsatisfactory.

Thus, the example set by the several states in departures designed to make for greater association stability and a consequent better contribution to an all-round efficiency, is worthy of emulation.



## School Busses and Visual Aids

James R. Newman<sup>1</sup>

A number of boards of education recently have been buying a great amount of visual-aid equipment for their schools; they are making visual aids an important part of the school program because they have been convinced that children learn more readily and retain knowledge longer when they are privileged to see the subject under discussion.

The board of education of the sixteenth district schools, of Nassau County, New York, has gone a step farther in emphasizing the importance of visual aids in planning that use be made of school busses to carry out its program. In fact, the purchase of new school busses has been justified on the ground that they will carry children to places of interest and of educational value as a part of the instructional program, in addition to transporting children to and from school.

To illustrate the type of program it may be said that during one month, November, 1936, the busses of the district carried children 400 miles on instructional trips. These trips were made to the Hayden Planetarium in New York City, Mitchel Field Airport on Long Island, the Metropolitan Museum of Art and the American Museum of Natural History in New York City, Belmont Lake State Park on Long Island, the railroad yards in Hempstead, Long Island, and Frank Buck's Jungle Camp on Long Island. Hundreds of boys and girls were permitted to spend whole days away from classrooms in order to see objects under discussion. In some cases the teachers visited the places of interest in advance and discussed with the children in the classroom what they might expect to see; then the visit was made and the follow-up work was carried on.

### A Study of Aviation

The units on aviation which the sixth and seventh grades enthusiastically studied were even more enthusiastically developed after the children had visited Mitchel Field. The children boarded the school busses early in the morning, armed with cameras, notebooks, and lunches. On reaching the field they found courteous attendants ready to show them around, and they were privileged to see everything from the weather bureau to the gadgets in the cockpit of a bombing plane.

The teaching aims of the visit were: (1) to give the child live material and an interest that would grow with him through his later years; (2) to provide first-hand information; (3) to enable the entire class to enrich their general knowledge and experiences; (4) to supply a common interest which could be discussed intelligently among the children.

The pupils' aims were: (1) to seek satisfactory and first-hand information that would satisfy curiosity; (2) to use the knowledge gained, to see the constant advancement in aviation, to realize that later his own travel might be influenced by these changes.

It meant much to the pupils to see the planes, to touch them, to talk to the aviators, to see the weather bureau and its many instruments, to see and hear at first hand the whys and wherefores of an airplane and to actually sit in one. In anticipation of the trip an avalanche of reference material was brought in, and after the trip lively discussions on aviation and its evolution ensued.

<sup>1</sup>Supervising Principal of Schools, Elmont, New York.

### Metropolitan Museum of Art

One of the finest jobs in the public schools of the sixteenth district has been done by a sixth-grade group of boys and girls, as a result of a visit to the Metropolitan Museum of Art, where they had school one day instead of their regular classroom.

I. *Preparation.* (a) The boys and girls read the reports in the *New York Times* of the Glass Exhibit held at the Metropolitan Museum of Art. (b) Reports were given in class, and books about glass were read. (c) A



*A Colonial Village constructed by sixth-grade children as a result of a visit to the Metropolitan Museum of Art, where they received the inspiration.*

discussion on how to conduct oneself in a Museum was led by the teacher. (d) Suggestions were made on points of interest to watch for on trip to Manhattan.

II. *Trip to New York City.* Forty boys and girls left Elmont Road School at 9:20 in the morning and arrived back in Elmont at 3:15 p.m. Each child carried a notebook and was asked to record points of interest on trip to city. Among the especial points noted were: (1) Queens Boulevard, (2) Queensboro Bridge, (3) East River (traffic on river), (4) the sky line, (5) tall buildings, (6) Park Avenue, (7) Fifth Avenue, (8) Central Park.

III. *Program in Museum.* The first objective tour was the visit to the glass exhibit. (1) Each of the three teachers took a group through the glass wing and led a discussion based on labels on the cases and on pictures bought at the museum. (2) Groups discussed most important things learned after an hour's stay.

After lunch in museum cafeteria the classes visited the colonial building. (1) The question came up, "Could we make some colonial furniture when we get back?" (2) The architecture of colonial homes was noted, and (3) the decorations of the colonial period were studied.

A visit to the exhibit of painting closed the

tour. This developed into an appreciation of some of the masterpieces of art. The children saw some of their attempts at modern art carried out effectively.

IV. *Follow-up (Results of Trip).* (a) A colonial village was constructed. (b) A large colonial house with rugs, furniture, and curtains was created by the class. (c) Stories were written on the trip. (d) Large plates, showing Venetian and Greek glass, were painted.

### The Hayden Planetarium

Equipped with a very meager understanding of the earth and its relation to the universe and a rather haphazard idea of what can be seen at the Hayden Planetarium in New York City, some 30 seventh-grade children started in a new school bus to explore the heavens. After the first half hour in the planetarium, the pleasure of the trip as an outing was eclipsed by the panorama of wonders that engulfed them. Before leaving the building, the children eagerly planned another visit to study more minutely the many exhibits displayed.

The deluge of books, pamphlets, magazine and newspaper articles, and trips to near-by places of interest which followed the visit to the planetarium, was just the beginning of an enthusiastic determination to find more information concerning the stars and planets.

### A Study of Wild Animals

Every school studies wild animals and the circus; in fact teachers spend enormous amounts of time teaching facts about animals shown at the circus, drawing pictures of the animals, making models of their jungle homes. A school bus can literally carry the class to the scene of interest. This has been done a number of times in the sixteenth district which is favorably located near Frank Buck's Jungle Camp at Massapequa, Long Island. In anticipation of the visit the classes studied "shelter" as a necessity of life for animals as well as men. The children gathered pictures and made "animal booklets." Instructions were given on conduct in the bus, at the camp, and at the lunch table — with very satisfactory results. During the ride the driver explained the safety precautions which he took in passing vehicles and crossings and why he came to a dead stop at railroad crossings. At the camp the class learned names, characteristics, and habits of animals; how animals care for their young; why some animals live in hot climates and others in cold. A vast amount of art work, oral and written English, and study of science and geography followed the trip.

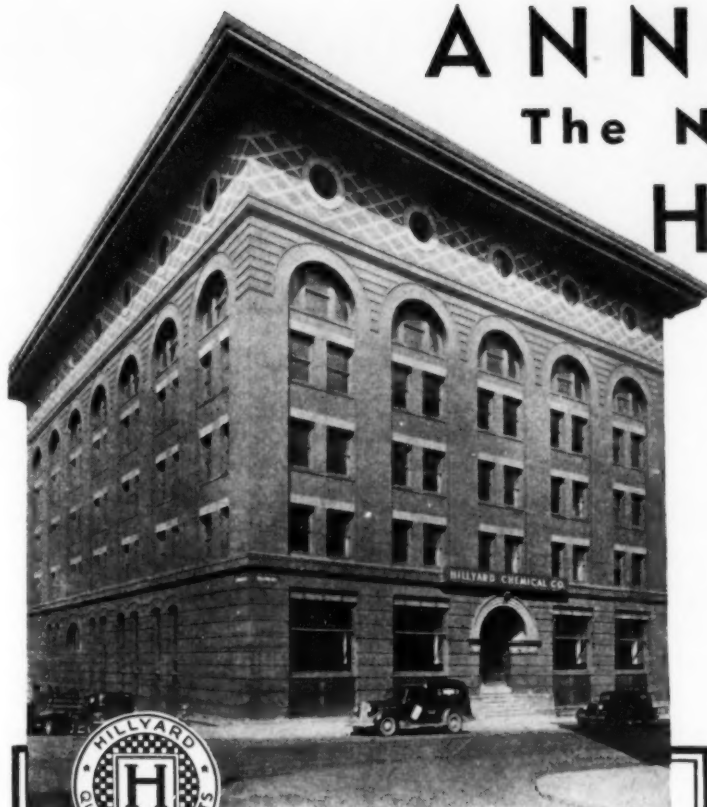
Field trips such as these are the best aids to visual education. To be able to travel to a place of interest in his own school bus (which is constructed with every possible safety device and operated by a careful uniformed driver) is a privilege to a pupil. It enables him to actually see, feel, and do — which is a more effective and pleasant way of learning than passively accepting facts. The school bus is an invaluable aid in this modern conception of education. The bus, taking pupils from the narrow limitations of the classroom, is the magic carpet to new "visions of beauty and wonderlit."

♦ Park Ridge, Ill. The board of education recently sold \$70,000 worth of tax-anticipation warrants to a bonding concern, at an average interest rate of 3¼ per cent. This is the lowest interest rate which has been paid on educational warrants in Park Ridge.

# ANNOUNCING

## The New Home of

# HILLYARD



Super SHINE-ALL	HIL-TONE Dressing
Special GYM FINISH	TRACKLESS Dressing
BRITEN-ZIT	HILLYARD'S VAR
RENOVATOR	HILCRETE
HIL-GLO Finish	LIQUID SOAP
DIAMOND Finish	HILCO Insecticide
WOOD PRIMER	PINE-O-CIDE
ONEX-SEAL	HI-KO Disinfectant
HIL-BRITE Wax	ZIZ-O Pipe Clean
NEUTONE Dressing	BLOX-ODOR
	METAL-IFE

*And 76 Other Quality  
Products*



ROBERT B. HILLYARD  
PRESIDENT

### QUALITY PRODUCTS

We wish to thank our thousands of old customers and many thousand new customers in all parts of the United States whose constant demand for Hillyard Hi-Quality Products has helped us to larger and more adequate quarters.

Nationally recognized as the "Pioneers" in the floor maintenance and sanitation field . . . with almost a Third of a Century of research and actual tests . . . with products that have proven their worth throughout the nation . . . giving satisfying service for over thirty years . . . thus building up a tremendous demand for Hillyard Hi-Quality Products . . . this is the real reason for our latest expansion, a desire on our part to be able . . . as always . . . to efficiently service you and promptly fill your orders.

You are cordially invited to visit our new seven-story building and our modern up-to-date factory devoted exclusively to the manufacturing of Hillyard maintenance and sanitation products and equipment.

*Robert B. Hillyard*

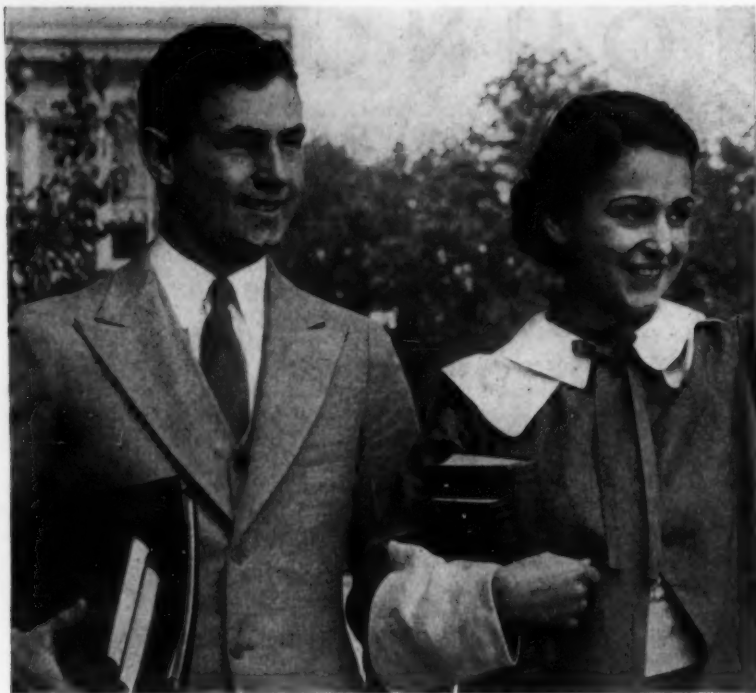
To lower your maintenance costs use Hillyard Hi-Quality Products. The advice and recommendations of Hillyard Maintenance Engineers are yours for the asking. Hillyard's have products for every type of surface and Supplies for every school need. There is a Hillyard Maintenance Expert in your community who is well qualified and equipped with a service car . . . to help you solve your floor maintenance problems. Call or wire the Hillyard Sales Company for a Hillyard Service Man. Consultation free.

**Hillyard "The Buy-Word for Maintenance Quality  
Since 1907"**

**HILLYARD SALES COMPANY**

...DISTRIBUTORS HILLYARD CHEMICAL CO. ... ST. JOSEPH, MO. ... BRANCHES IN PRINCIPAL CITIES...





## Your Boys and Girls deserve KEWAUNEE CLASS ROOMS, too--

Kewaunee Laboratory and Vocational Furniture is noted for its efficiency, its flexibility and its outstanding utility. It makes teaching of large classes easy. It provides all the modern conveniences that inspire students to better work. It equips a school to meet all demands for laboratory and vocational classes.

If your school is planning on new laboratory or vocational furniture, be sure to investigate the Kewaunee Line. We will gladly send our big catalog on request to buyers writing to us on their institution's letterhead. Simply ask for Kewaunee's Blue Book.

**Kewaunee Mfg. Co.**  
LABORATORY FURNITURE EXPERTS

C. G. Campbell, Pres. and Gen. Mgr.

101 Lincoln St., Kewaunee, Wis.

Eastern Branch: 220 E. 42nd St., New York, N. Y.

Mid-West Office: 940 Maple Ave., Evanston, Ill.

Representatives in Principal Cities



Library Charging Desk  
No. BL-115



Chemistry Desk No. D-702 (Plyrell)



Manual Training Bench No. N-3088



Domestic Science Table No. K-1776

### School Administration News

#### FORDSON CONDUCTS EIGHT-WEEK SUMMER SCHOOL

The Fordson board of education at Dearborn, Mich., during the past two summers, has conducted an eight-week summer school for junior- and senior-high-school students. The summer school as conducted, is a wise investment in the belief of the school board. Its purpose is fivefold: (1) It permits the pupil to make up subjects failed or missed because of illness; (2) it permits ambitious pupils to complete their courses earlier; (3) it permits pupils to take subjects outside of their regular curriculum; (4) it seeks to further the cause of the worthy use of leisure time by keeping pupils busily engaged in worth-while activities; (5) it allows the use of school buildings for greater efficiency.

During the summer school, such subjects as English, science, mathematics, social science, shorthand, and typewriting are offered. The pupil pays a small fee, and books are furnished by the school board. The fees collected amount to about one half of the instructional cost. The balance of the instructional and maintenance costs are assumed by the board. The teachers employed are selected from the regular faculty. Each class meets two hours a day for eight weeks. Any student is permitted to take two classes if he desires.

The summer school opened for the current year with an enrollment twice as great as that of last year. The board feels that the summer school is a vital part of the school system because it offers opportunity to all pupils.

#### TEACHER OR POLITICIAN — WHICH?

Teaching and politics do not mix, and the teacher who goes in for a political career must expect to be treated as a politician. So said Prof. Lyman Bryson, of Columbia University, in ad-

ressing a body of New York City teachers.

Doctor Bryson drew a distinction between the teacher who takes a stand on a political matter directly affecting his interests, such as salary schedules or school conditions, and the teacher who goes in for politics to secure public office for himself or his friends.

Thus, he thought it proper for teachers, if they wished, to organize nonpolitical assembly district clubs to advance their views on school legislation, but he condemned the National Education Association for having taken a position on political questions not directly concerned with the teachers. Every time the N. E. A. did so it "lost out," he charged.

The function of the teacher is to educate, Dr. Bryson said, explaining that this involves supporting ideas that are unpopular. The politician, on the other hand, depends for his existence on the will of the majority, he added, and supports ideas which teachers had previously advocated and popularized. According to Dr. Bryson, the teacher who does take part in political activity has to change his entire philosophy, and in most cases "never can be a good teacher again."

#### PUPIL REGISTER DECLINES IN NEW YORK CITY SCHOOLS

A steady decrease in the number of children entering the New York City schools, which has continued at an accelerated pace since 1930, has been reported by the school officials. The accumulated deficit has now reached 78,000 pupils.

In 1930, it was estimated, the pupils in the first-year classes of the New York public schools numbered 106,122. Since then the decline, at first small, has steadily grown until even the expansion of the high and vocational schools has failed to counterbalance the loss. As early as 1924 the falling number of births had begun to affect the school population, the records show, but between 1924 and 1930 the decline was slight and irregular; in some years there was a slight gain to counterbalance the loss of the previous year.

The period of definite progressive decline in

the number of children entering the schools set in in 1930 and has steadily increased during the succeeding six-year period. The combined elementary-junior-high-school register for the spring term of 1937 was 803,824. For the spring term of 1937 it was 753,035, or a loss of 50,000.

If the growth of school population had merely stopped in 1930 and the number of children entering each year had remained at the 1930 figure, there would now be in the elementary schools approximately 78,000 additional children.

#### DECREASE IN SCHOOL ENROLLMENT

Statisticians of the United States Office of Education have predicted that there will be little change in the total school enrollment for the country. They predict a continued decrease in elementary-school population, due to the falling birthrate, and an increase in high-school student bodies.

Rough estimates for the division of public and private school population in 1937-38 are: Kindergartens and elementary schools, 22,850,000; high schools, 6,400,000; colleges, 1,250,000.

Dr. E. M. Foster, statistical chief, holds that the total school enrollment which had been increasing annually, decreased last year because the drop in elementary schools was greater than high-school increases. A similar decrease is probable this year, according to Mr. Foster. The fall enrollment in the elementary schools is expected to be 80,000 less than last year.

#### SCHOOL ADMINISTRATION

♦ The school committee of Lawrence, Massachusetts, recently ran into a deadlock over the election of an evening high school principal. Twenty-five ballots were taken without a decision.

♦ Not all New York City schools have large enrollments. In fact, 29 schools have less than 250; 53 have between 250 and 499; 81 have between 500 and 749; 78 have between 750 and 999. Of the three largest schools which have between 3,500 and 3,749, two are located in the

(Concluded on page 58)



## PICTURES CONVINCE *skeptics*

Doubting, yet wanting to believe, young minds find in pictures convincing proof of the facts that words teach them.

When courses are supplemented by illustrated Balopticon lectures even the most backward and hard-to-handle pupils take an active interest in their studies. Words alone are dry . . . but words illustrated . . . so that all can see, command attention.

There are Balopticons adapted to every curricular need . . . for lantern slides or opaque objects or pictures . . . for projecting on opaque or translucent screens . . . for large auditoriums or small classrooms. Write for booklet E-11 describing B & L Balopticons for educational use. Address Bausch & Lomb Optical Co., 673 St. Paul St., Rochester, N. Y.

# BAUSCH & LOMB

... WE MAKE OUR OWN GLASS TO  
INSURE STANDARDIZED PRODUCTION



FOR YOUR GLASSES INSIST ON B & L  
ORTHOGON LENSES AND B & L FRAMES...



Above, Model KOSB Balopticon for both lantern slide and opaque projection. Designed for use with a translucent screen.



## There are "STANDARD" Program Clocks for EVERY School Program Need

WHATEVER your program signal problem—small school or large—if you will call in the nearest "Standard" representative, he will be able to offer you the best and most efficient solution.

We illustrate here some of the many types of "Standard" Master Clocks we have built to solve the program problems of other schools. For over 50 years we have specialized in this work. Why not put this experience to work on your problems?

*Literature and full information promptly supplied on request.*

**THE STANDARD ELECTRIC TIME CO.**  
SPRINGFIELD, MASSACHUSETTS

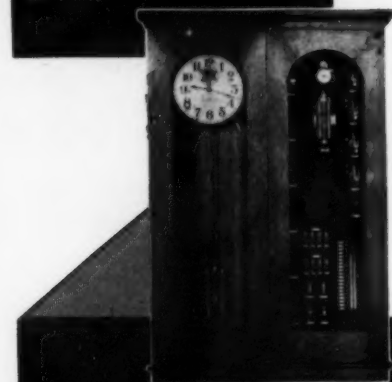
*"Standard Makes Every Minute Count"*



Surface Type Master Clock—60 beat—having compensating invar pendulum and program clock in same case.



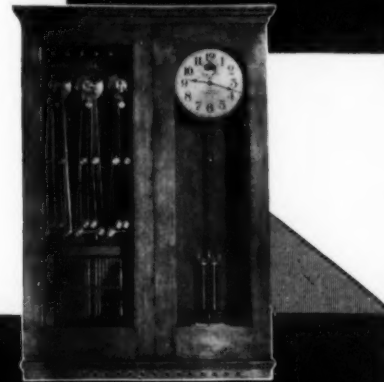
Standing Type Master Clock in modern design—the choice of many new schools.



Two-Compartment Clock Control Cabinet. Has automatic reset, 60 beat and invar pendulum master clock—4 circuit metal program machine with relay control equipment and special control board.



Three-Compartment Master and Program Clock Control. Full equipment for the larger schools. Has 24 hour program machine.



Another Two-Compartment Master and Program Clock Control Cabinet. Has three 24-hour program machines and 30-point push button and plug bell control board.

(Concluded from page 56)

Manhattan, and one is in Brooklyn borough. The median school in the Bronx has an enrollment of 1,735; in Brooklyn, 1,463; in Manhattan, 1,303; in Richmond, 518. For the city the median is 1,265.

♦ The board of education of New York City has decreed that the board of examiners in subjecting applicants for teaching positions to oral examinations must employ recording machines. The records thus secured will serve as a determining factor in the employment of teachers. The board has made an appropriation for \$1,500 for the purchase of recording machines.

♦ The board of education of Peoria, Illinois, has decided to provide its members with gold badges. The cost is \$4.75 per badge.

♦ A course in typing has been introduced in the Fairfield Township centralized school at North Fairfield, Ohio. In the past three years courses in commercial work, physical education, home economics, and vocational agriculture have been added. The community has entered into a community and program-planning project. Through this program it is planned to establish a library, create a clearing house for event planning, and expand adult education work into all the fields.

♦ August 27 marked the conclusion of another highly successful city-wide summer recreation program in Dearborn, Michigan. For more than ten years, the Fordson school district has co-operated with the city recreation department each summer, turning over its playfields and school swimming pools for use in the summer program. Competent instructors and supervisors direct a well-rounded program of competitive athletics, handicraft activities, swimming instruction, games, and dance drills on the playfield. A city-wide "amateur night" program, presented by the department, was enjoyed by more than 4,000 parents and residents of the city, the program being offered in the Fordson High-School athletic field with seating facilities provided in the stadium. More than 10,000 boys, girls, and adults were regular participants in the daily programs.

♦ Grafton, Wis. A four-year commercial course has been established in the high school.

♦ Constantine, Mich. A course in general shop-work has been added to the high-school course.

♦ Washington, Ill. New courses in mathematics, history, music, current social and economic problems, world history, and biology have been introduced in the high school.

♦ Pentwater, Mich. New courses in manual arts and domestic science have been introduced.

♦ Palmerton, Pa. The school board has adopted new tuition rates for nonresident pupils. High-school students will be charged \$8.43 per month. Pupils in the elementary grades will be charged \$6.60 per month.

♦ Chicago, Ill. The school board has approved a new high-school curriculum, which is intended to meet college entrance requirements. The program sets up seven units of work compulsory for all students, while the remaining nine units are elective courses. Required work under the new core system are three units of English, one of general science, one of physical education, and one of music and art.

♦ Pelham, Ga. The school board has eliminated matriculation fees.

♦ Pineville, Ky. Floodlights have been installed in Samuels Field. The floodlights will permit the use of the field as a recreation center during the summer and for night football games.

♦ Safety instruction will be a required course this year for the eighth grades of all private and public schools in Indiana. The new course complies with a law passed by the 1937 legislature.

♦ Shelbyville, Ky. The school board has approved a new-type program for the new school year, which offers a wider variety of courses, many of which are of a practical nature. A full-time teacher has been employed for commercial work. A course in library work is offered under the direction of a full-time librarian. The physical-education program has been extended to junior high school and the elementary schools.

♦ Osage, Iowa. The Smith-Hughes program, established two years ago, is receiving attention.

♦ Virginia, Minn. A course in vocational guidance has been introduced in the high school this year.

♦ Houston, Tex. The school board has voted to introduce a counselling and guidance program in the junior and senior high schools.

♦ Manistique, Mich. An apprenticeship training program has been introduced in the high school this year, with Lawrence L. Musser as co-ordinator.

♦ South San Francisco, Calif. A new elementary supervisor has been employed in the district for the school year. A five-tube radio has been installed in each classroom above the second grade, giving each class opportunity to listen in on programs, without being disturbed, or disturbing anyone. Nearly \$300 worth of band instruments have been purchased for the elementary-school band.

The schools have been thoroughly renovated during the vacation season and a clean bill of health has been given by the local board of health.

New primer typewriters have been installed for the use of the primary grade.

♦ Joliet, Ill. A room for deaf-oral children has been opened, under the direction of a special teacher. A sight-saving class has been in operation for some time.

♦ The Shields High School at Seymour, Ind., is emphasizing this year such activities as pupil guidance, directed study, and pupil participation in student government. The latter activity is directed by a student council acting in an advisory capacity.

♦ Edison, Ga. Two new departments, home economics and vocational agriculture, have been added in the Edison High School.

♦ Moulton, Ga. Four courses, comprising academic, normal training, vocational agriculture, and commercial subjects are being offered in the high school this year. New subjects offered are public speaking, sociology, and art. A high-school band has been organized, to which any pupil in the grades or high school will be admitted.

# "An' the First thing I'm gonna do is cut out copy work!"



HE'S only playing, of course, but even at his age he senses the need of more time for learning, less time for copy and dictation. Have you recognized this need? Are you consuming valuable time in your school with wasteful copying? There's no need to spend class time dictating questions or problems to your students. The new Ditto Rotary Duplicator can turn out lesson sheets for your entire class—quickly, accurately, economically.

You simply write or type the lesson material in Ditto ink on white bond paper and run off the required number of copies on the duplicator. Isn't that much easier, much better, than dictating long assignments to your class or writing them on the blackboard for pupils to copy?

## Ideal for every school use

The New R4 Ditto, the popular rotary type, is the fastest and most efficient gelatine duplicator on the market. It's adaptable to every kind of school use. In a single operation it makes as many as 150 bright, copies from ink, pen, or type masters, in as many as eight colors.

This new machine copies on any size stock up to 8½" by 14". It requires little attention, no oiling. Handsomely designed and finished,



it is most attractive as well as most useful.

## USE DITTO WITH DITTO LESSON BOOKS

*Examine one for yourself on approval*

Ditto Directed Study Lesson Books are used by thousands of teachers the country over. You simply tear out a prepared page and run off a copy for each pupil on the Ditto machine. This saves you time in preparing lessons, gives students excellent supplementary material at low cost.

Ditto Lesson Books are useful for practice, directed study and testing. Assignments are clear, specific and well-graded, can be quickly marked. The books are written by teachers of wide experience, edited by nationally known educators—Harry O. Gillet, Principal, Elementary School, University of Chicago; William C. Bagley, Professor of Education, Columbia University; Rollo G. Reynolds, Director, Horace Mann School, Columbia University.

They are available for many subjects, most of them at only \$1.50. Each one contains not less than 64 lessons.

Send the coupon below for a list of books, or ask to have the book for your subject sent on our 10-day approval plan.

## 33 OF THE MOST POPULAR \$1.50 DITTO LESSON BOOKS FOR ELEMENTARY GRADES



- |   |   |
|---|---|
| <b>WORD STUDY</b>   |   |
| 1. A Pre-Primer   | 2. A Word Book for Grade 1                        |
| <b>SOCIAL SCIENCE STUDIES</b>   |   |
| 3. "Our Summer Fun," a story book based on words learned in Word Book for Grade 1 | 5. Holiday Hours                                  |
| 4. My Train Book  | 6. My Aeroplane and Boat Book                     |
| 7. Indians, Long Ago and Now  | 8. Animal Stories                                 |
| <b>PHONICS</b>  |   |
| 9. Ditto Directed Study Lessons in Phonics—Set 1                                  | 10. Ditto Directed Study Lessons in Phonics—Set 2 |
| <b>ENGLISH</b>  |   |
| 11. Grade 2   | 12. Grade 3                                       |
| 13. Grade 4   | 14. Grade 5                                       |
| 15. Grade 6   | 16. Grade 7                                       |
| 17. Grade 8   |   |
| <b>ARITHMETIC</b>   |   |
| 18. Grade 2, First Half   | 25. Grade 5, Second Half                          |
| 19. Grade 2, Second Half  | 26. Grade 6, First Half                           |
| 20. Grade 3, First Half   | 27. Grade 6, Second Half                          |
| 21. Grade 3, Second Half  | 28. Grade 7, First Half                           |
| 22. Grade 4, First Half   | 29. Grade 7, Second Half                          |
| 23. Grade 4, Second Half  | 30. Grade 8, First Half                           |
| 24. Grade 5, First Half   | 31. Grade 8, Second Half                          |
| <b>GEOGRAPHY</b>  |   |
| 32. Fifth Grade, United States in World Pattern                                   | 33. Sixth Grade, Europe, Asia, Australia          |

USE THE COUPON BELOW for 10-day free examination of any of the Ditto Lesson Books.

## MAIL THIS COUPON TODAY!

DITTO, Inc., 610 S. Oakley Blvd., Chicago, Illinois  
Please send me information on new Ditto Rotary Duplicator ☐  
Send your new book "New Efficiencies for Education" ☐  
Send Ditto Lesson Book Catalog ☐  
Send Ditto Lesson Books, Numbers ☐

If at the end of 10 days' examination I decide to keep them, it is understood that I will send Ditto, Inc., \$1.50 per each book plus postage. If I decide not to keep them they will be returned (postage at my expense) within 10 days.

Name.....School.....

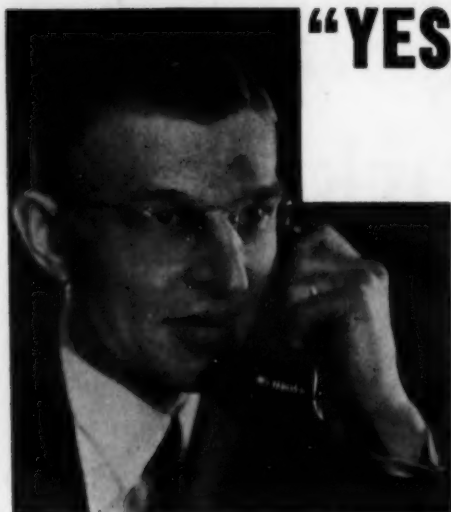
Address.....

City.....County.....State.....

# Ditto, Incorporated

610 S. OAKLEY BLVD., CHICAGO, ILLINOIS





## "YES, SIR—We Use Only PEABODY SEATS"

Hundreds of School Furniture buyers have learned by gratifying experience that it pays to standardize on Peabody Seating. They know that it's impossible to buy finer quality furniture—regardless of price. They have found that Peabody designs give restful, healthful comfort and promote correct posture. Not only are educators from all parts of the country enthusiastic about the quality, design and values Peabody Seating offers, but they also appreciate the free engineering service Peabody provides.

### Let PEABODY Solve Your Seating Problems



If you have school seating, auditorium or stadium seating or folding chairs to buy, be sure to get Peabody's recommendations. It's the sure way to get the most efficient equipment at the most reasonable prices. Our engineers will be available to help you plan your installations, without cost to you. Write us your problem today. If you do not have Peabody's New 1938 Seating Catalog, ask for a free copy.

**PEABODY SEATING CO., North Manchester, Ind.**



No. 260—Steel Movable Desk. Both seat and writing top easily adjusted.



No. 302—Separate Desk and Chair.

No. 220—Recitation Chairs with movable tablet arms, like No. 300 with fixed tablet arms, are more satisfactory and less expensive than recitation seats.

### Teachers' Salaries

♦ Minneapolis, Minn. Supt. C. R. Reed estimates that the salary reduction for school employees for the balance of the year will reach approximately 25 per cent. The cut for September will be about 10 per cent, that for October 20 per cent, and for November and December 25 per cent. The reductions were put into effect to balance the budget. The anticipated receipts, it was found, were \$700,000 short of the expenditures.

♦ New Orleans, La. Salary increases totaling \$24,000, have been given to Negro teachers for the 1937-38 school year.

♦ New Orleans, La. The Orleans Parish school board has adopted a new single-salary schedule for the year 1938, providing for a total increase of \$500,000 for teachers on the school staff. The increases affect 1,008 white teachers, or 70 per cent of the staff. Under the schedule, teachers with one year of service, without a degree, will begin at \$980, and advance at the rate of \$67 a year up to the maximum of \$1,600 at the end of eleven years. Teachers with a B.A. degree will begin at \$1,000 and advance at the rate of \$75 up to the maximum of \$2,200 at the end of eleven years. Teachers with an M.A. degree will begin at \$1,000 and advance at the rate of \$120 per year up to the maximum of \$2,320 at the end of eleven years. Beginners as secretaries in elementary schools and assistants in high schools will receive a salary of \$800 a year, with increases of \$60 a year until the maximum of \$1,400 is reached at the end of eleven years. High-school secretaries will begin at \$900 a year, and will receive increases of \$60 a year until the maximum of \$1,500 is reached at the end of the eleventh year.

♦ Duluth, Minn. Partial restoration of depression salary cuts has been effected by the

school board with the giving of 10 per cent salary increases for the new school year. The maximum increase to any teacher is \$200. The item for teachers' salaries in the annual budget has been set at \$1,295,500, which is an increase of \$117,772 over last year.

♦ East Chicago, Ind. The school board has issued new contracts to teachers, calling for 10-per-cent increases in salaries. The increases bring the average teaching wage up to the level of predepression days.

♦ Fort Scott, Kans. The school board has adopted a new budget, providing for 10-per-cent increases in teachers' salaries during the school year.

♦ Jacksonville, Ill. The school board has issued new contracts to teachers, calling for the restoration of salaries to the 1932 level. Under the plan of increasing the salaries, teachers who were employed in 1932 will receive the same salary as they received at that time. Teachers who have entered the system since that time have been given increases amounting to 10 per cent. The board voted to give increases of \$10 per month to each janitor, and the salaries of the utility man and two women were increased proportionately.

♦ Beaumont, Tex. The school board has voted increases of 10 per cent in salary for 300 teachers in the schools.

♦ Ann Arbor, Mich. The school board has voted to pay back salaries to teachers amounting to \$9,000. The salaries have been owed to the teachers since 1933.

♦ Dallas, Tex. Approximately 1,500 teachers in the schools will receive full restoration of salaries during the new school year, as a result of the state board of education's action in resetting the state per-capita apportionment at \$22. In case the full restoration is not possible, the present salary cuts will be reduced to the minimum during the year.

♦ The county board of education of St. Louis County, Minn., has voted to increase the salaries of teachers 12 per cent. In the elementary

schools the minimum salary will be \$90 and the maximum \$130 per month. In the high schools, the minimum will be \$108 and the maximum \$148 per month.

♦ Manistee, Mich. The school board has voted to restore 10 per cent of the teachers' salary cuts. In the future, all teachers will be placed on a merit system, and their salaries will be adjusted accordingly.

♦ Ottawa, Ill. The board of education has restored the final 5-per-cent cut in the salary of teachers so that they are now receiving the full salaries paid before the depression.

♦ Jerseyville, Ill. The board of education has granted an increase of \$50 in salary to all teachers who attended summer school during the past summer. The increases were made upon recommendation of Superintendent R. H. Hamilton.

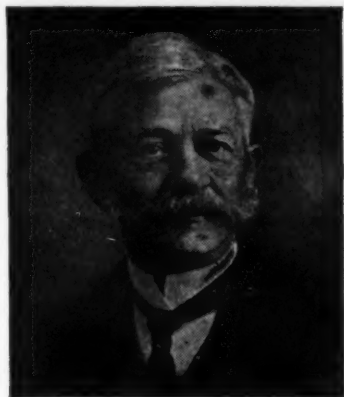
♦ Concordia, Kans. The board of education has granted an increase of 10 per cent to teachers and administrators.

♦ Ottawa, Kans. The salaries of all teachers in the schools have been increased an average of 11 per cent for the year 1938. This is about one half of the cut made during the depression period. Four new teachers have been added to the staff.

♦ Great Bend, Kans. The board of education has employed ten additional teachers to take care of an increased enrollment and to fill vacancies in new buildings.

♦ Bowling Green, Ky. The board of education has inaugurated a new teachers' retirement system which is applicable to all teachers and school employees. Six teachers have been retired this year. Retirement is compulsory for all teachers upon reaching the age of 70.

♦ New York, N. Y. The Metropolitan Museum of Art has announced a new program of lectures for the year 1937-38, covering the months of October through January, 1938. The Museum has found that since the expansion of its program three years ago, an increasing number of adult students has been attracted to its free courses and gallery talks.



## Let the Book Cover receive the Wear and Handling Not the Book! **HOLDEN BOOK COVERS**

are built to resist Daily Handling, Wear and Tear  
and will make the books last Twice as Long.

SAMPLES FREE

**HOLDEN PATENT BOOK COVER COMPANY**

MILES C. HOLDEN, President

SPRINGFIELD, MASSACHUSETTS

### *School Building News*

#### **CALLS FOR A NEW TYPE OF SCHOOL**

In a recent lecture, Prof. N. L. Engelhardt, of Teachers College, Columbia University, proposed a new type of school. School sites, he held, should primarily be chosen for the purpose of "providing the greatest opportunity for worth-while living."

"Erecting a new school building in a slum area frequently makes a slum school building. Location of the building in better areas of a city will 'draw citizens there,'" he said.

"The past tendency of placing new school-houses in built-up areas where homes have already become partially obsolescent should be followed only when regional replanning and rebuilding can result," he advised.

Equipment should contribute "to social living as well as specific learning processes," Dr. Engelhardt added. "Rooms should be planned so that the group conference is readily possible, individuals may have freedom for their own work and that the culminating activities of groups may be presented for the review and approval of others."

Dr. Engelhardt criticized "stereotyped" classrooms and suggested that social sciences, language arts, dramatic arts, and other groups require laboratories fully as much as the physical sciences.

"In blackboard-coated classrooms where seats and desks are fastened to the floor, where teaching materials are greatly limited, where lighting fixtures are obsolescent, where library shelves, work benches, and easels are absent, the educational experience of the youngster will have positive lacks in reality, attractiveness, and significance," he concluded.

#### **SCHOOL BUILDING NEWS**

♦ The southeastern rural school district of Ross County, Ohio, has been given a PWA grant of \$104,650, to be applied toward a new school to cost \$232,555. The Donald rural school district

of Hardin County has been given a grant of \$69,545 for a school building, to cost \$154,545.

♦ Kirkwood, Mo. The school district has been given a federal grant of \$207,000 to be applied toward the construction of two grade schools, to cost \$100,000.

♦ Richmond, Ind. The school board has received notice of a federal grant of \$257,727, to be applied toward the construction of a senior high school.

♦ Ames, Iowa. The school board has received notice of the approval of a federal grant of \$225,000, to be applied toward the construction of a senior-high-school auditorium and additions to other school structures.

♦ Six additional PWA projects have been approved by the PWA, providing for the construction of four high-school buildings, two grade-and-high-school buildings, and two grade-school buildings in Pennsylvania communities. Among the projects are a junior-high-school building in Sunbury; a senior high school in Hawley; a high school in McGovern; a grade and high school in Sugar Creek Township; a high school in West Hazleton, Luzerna County.

♦ Braddock, Pa. Plans have been completed for a three-story junior high school, to cost \$430,000. The building will be erected with the aid of a PWA grant of \$193,500.

♦ Salina, Pa. A senior high school will be erected, at a cost of \$149,975. A federal grant of \$67,489 has been obtained by the school board.

♦ Tulsa, Okla. The school board has awarded the contract for the construction of the east side high school, to cost \$1,049,930.

♦ Vickery, Tex. The voters have approved a school-bond issue of \$80,000 for the erection of a senior high school.

♦ New London, Tex. The contract has been let for the construction of an elementary and junior high school, to cost \$219,200.

♦ Lake Providence, La. A \$50,000 bond issue has been sold by the school district B of East Carroll parish. The proceeds of the bond issue will be used for the construction of a high school.

♦ Mauston, Wis. The Federal Government has

approved the allotment of \$51,570 to aid in financing the construction of additions and alterations to the school building.

♦ San Antonio, Tex. The school board has taken the first step to standardize the heating systems of the schools by voting to substitute natural gas for oil as heating fuel in 22 schools. The change was made in order to effect an annual saving of \$8,125 in fuel.

♦ Talco, Tex. The voters have voted a bond issue of \$186,000, the proceeds to be used for the construction of a new building.

♦ Cincinnati, Ohio. The school board has begun the erection of a \$175,000 addition to the Western Hills High School.

♦ Marshfield, Wis. A new school will be erected, at a cost of \$200,000.

♦ Brookline, Mass. The school board has asked the town meeting for additional funds of \$635,898, the money to be used for improvements and additions to the high-school building.

♦ Ann Arbor, Mich. Supt. O. W. Haisley has presented a report to the school board, calling for an extensive school-building program, to involve a cost of \$590,000. The projects will include a new elementary school, a new junior high school, and alterations to the present senior high school.

♦ Dallas, Tex. Construction work has been started on the addition to the Arcadia Park School. The contract is the first to be let in connection with the city's \$2,000,000 school-building program.

♦ The cafeteria unit of the Fordson High School, Dearborn, Michigan, which was destroyed by fire on June 26, has been rebuilt and put into service. The damage to building and equipment was approximately \$60,000, and has been completely covered by the school district's Self-Insurance Fund.

♦ The school-bond issue for Olympia school district No. 4, in Richland County, Columbia, S. C., was carried by the voters. The general assembly of South Carolina also approved an issue for \$50,000. The two which total \$100,000, will be used for school-building purposes.



## ASSURES *Correct Seating* FOR *All* GRADES

THE exceptionally wide range of adjustments on this HEYWOOD-WAKEFIELD ECLIPSE ADJUSTABLE DESK assures correct and comfortable seating for all ages and grades . . . from kindergarten through college. It is a long wearing, rigid unit, with broad bearing surfaces in its construction. The chair shown is of the swivel type which permits pupils to face side blackboards and which assures easy ingress and egress. Many other practical school desks and chairs are available in the Heywood-Wakefield School Furniture Line, any of which we shall be pleased to demonstrate to you in detail.

**HEYWOOD-WAKEFIELD**  
ESTABLISHED 1826  
GARDNER, MASSACHUSETTS



♦ Tyner, Tenn. The board of education has received a grant of \$65,343 for the construction of a high-school building, estimated to cost \$150,000.

♦ Wauwatosa, Wis. The board of education has received a grant of \$228,150, to be applied toward the construction of a high school, estimated to cost \$507,000.

♦ Glen Cove, L. I., N. Y. The board of education has approved the construction of a new senior high school, estimated to cost \$800,000.

♦ Galveston, Tex. The Federal Government has approved a PWA grant of \$309,000, to be applied toward the construction of a new junior high school and a Negro elementary school. The cost of the proposed improvements is \$750,000.

♦ Newton, Kans. The Federal Government has granted a PWA allotment of \$200,000 to aid in the operation of a new school-building program. The PWA grant will match a school-bond issue of \$225,000 approved by the voters.

♦ McPherson, Kans. The Federal Government has approved a PWA grant of \$138,000, to be applied toward the construction of a high school. The PWA grant will match a school-bond issue of \$192,000 approved by the voters last winter.

♦ Marysville, Kans. The Federal Government has approved a PWA grant of \$94,500, which will match a bond issue of \$104,755, for the construction of a new high school. The building will be erected from plans of L. H. Spencer, Topeka, and will cost \$190,000.

♦ Hardin, Mont. A junior-high-school building is nearing completion. The building will cost \$110,000.

♦ Farrell, Pa. The Federal Government has approved a PWA loan of \$332,365 to aid in the construction of a new senior high school. A bond issue of \$250,000 has been voted by the school district.

♦ Ely, Nev. The Federal Government has approved a PWA grant of \$45,000, which will match a bond issue of \$55,000, for the construction of a grade school, to cost \$100,000.

♦ Romulus, N. Y. Plans have been completed for a central district school for the Romulus and Varick districts, to cost \$221,800. The building will contain a gymnasium, a cafeteria, a library, and a number of classrooms.

♦ Pratt, Kans. Construction work will be started shortly on the senior-high-school and junior-college building, estimated to cost \$290,000. The building will be erected with the aid of a PWA grant of \$130,000 and a \$160,000 bond issue approved by the voters last spring.

♦ Oberlin, Kans. The Decatur community high-school district has received a PWA grant of \$122,727, which is to be applied toward the construction of a community high school. The PWA grant will be used to match a bond issue of \$150,000 voted last spring.

♦ Crowley, La. Plans have been completed for a school-building program for Acadia parish, estimated to cost \$586,800. The board of education has received a grant of \$168,300 for the two building projects.

♦ Pittsburg, Kans. Plans have been started for the new junior high school, to cost \$260,000.

♦ Huntley, Wyo. The Federal Government has approved a grant of \$32,727, which will be matched with a bond issue of \$39,000 for the construction of a new school. The building will be erected at a cost of \$70,000.

♦ Monte Vista, Colo. The board of education has received a PWA grant of \$72,000, to be applied toward a new grade school and auditorium, to cost \$160,000.

♦ Mt. Lebanon, Pa. The board of education has received a PWA grant of \$351,005 for the construction of a junior high school, to cost \$750,000.

♦ New York, N. Y. The board of education has presented a budget request, calling for an expenditure of \$3,250,000 for repairs to school buildings. Of the total amount, elementary and junior high schools will use an expenditure of \$50,000,000, day high schools \$20,000,000, and vocational and industrial schools \$3,700,000.

♦ Paulding, Ohio. Plans have been completed for the construction of a new high school, to cost \$218,000. Application has been made for a PWA grant of \$98,181.

♦ The board of education of Hamilton township, in Yardville, N. J., has completed plans for the construction of a sixteen-room school, to cost \$200,000. The Federal Government has approved a PWA grant of \$90,000 to aid in its construction.

♦ South Milwaukee, Wis. The board of education has installed a floodlighting system on the high-school athletic field, at a cost of \$4,294.

♦ Paducah, Ky. The Federal Government has approved a PWA grant of \$150,000, to be applied toward a school-construction program, to cost \$338,000.

♦ Appleton, Wis. Construction work is nearing completion on the new senior high school, which is to cost \$750,000.

♦ Stafford Springs, Mass. The Federal Government has approved a PWA grant of \$73,350, to be applied toward the construction of a high school, to cost approximately \$173,000.

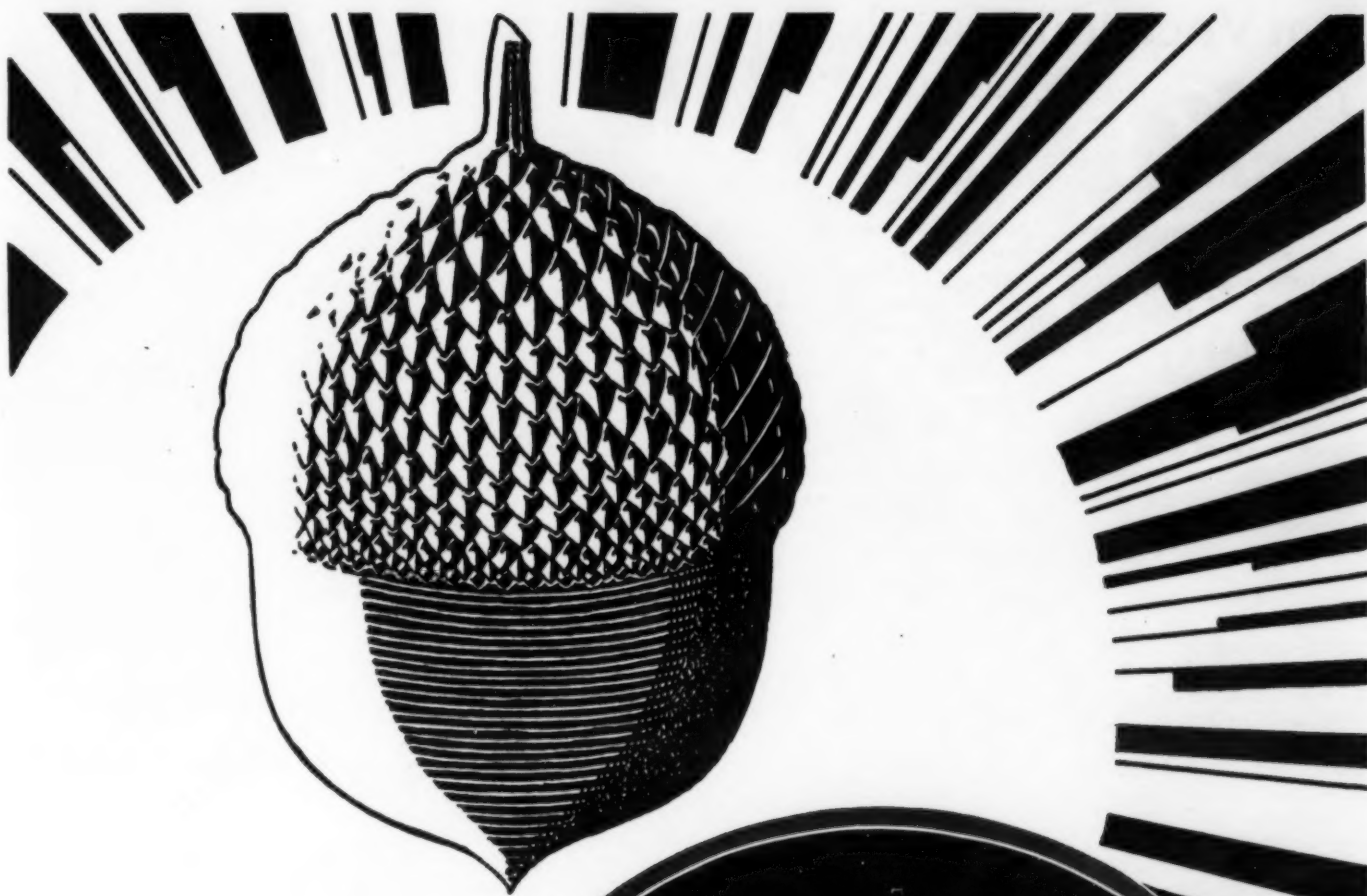
♦ Waupun, Wis. Plans have been completed for the construction of a new school, to cost \$215,000. The Federal Government has approved a PWA grant of \$96,750 to aid in the construction.

♦ Hartford, Wis. The Federal Government has approved a PWA grant of \$72,000, to be applied toward the construction of a high-school addition, to cost \$160,000.

♦ Tulsa, Okla. The contract has been let for the construction of the Will Rogers High School, to cost \$1,049,930. The Federal Government has approved a PWA grant of \$632,091.

♦ Bowling Green, Ky. The board of education has completed the construction of a library for the junior high school. The building was occupied for the first time on October first.

♦ Sioux City, Iowa. The board of education has received a PWA grant of \$45,900, to be applied toward the erection of a new grade school, to cost \$102,900.



## THE SMALLER SCHOOL'S PLACE IN THE SUN

In education, growth is measured by progressive ideas, not by size of the plant. A new dawn discloses an ever-widening field for modern betterments in teaching and in school management. New methods, made possible by the Mimeograph, now are welcomed eagerly by elementary schools and smaller high schools. Teaching becomes a pleasant task instead of a grind; pupil-progress is speeded. School management moves more smoothly, and at lowered cost. For free booklet, "The All-Purpose Duplicating Process," write Educational Department, A. B. Dick Company, Chicago.





## Distant Vocational Fields Appear Greenest

Cecil Hagen<sup>1</sup>

College or university training and jobs in the recovering business world are the two major vocational ambitions of 5,000 high-school graduates in Idaho this year, the majority of whom aspire to professional careers other than those common to the state where they live.

A careful annual survey conducted early last spring by the University of Idaho at Moscow brought interesting returns from 5,023 prospective high-school graduates, all but four small schools in the state reporting. Dr. M. G. Neale, who resigned as president at Idaho in June to resume a professorship in education at the University of Minnesota, said that as far as he could learn Idaho was the only state regularly conducting such a survey. Continued on its present basis, he predicted it would become a valuable source of information for educators.

Sixty-three per cent of Idaho's 1937 high-school seniors, or 3,190, indicated a desire to continue their schooling at a college or university. Business college is the goal of 439, the survey showed; beauty school, 181; hospital nursing school, 156; aviation school, 49; and diesel-engine school, 40. A total of 968 failed to indicate a preference.

Vocational preferences of the 5,023 seniors revealed the following wide spread of interests: business, 1,170; engineering, 664; teaching, 588; nursing, 315; forestry, 277; farming, 271; beauty work, 229; aviation, 191; home economics, 180; music, 134; art and architecture, 127; medicine and dentistry, 115; journalism, 105; law, 85; physical education, 72; pharmacy, 41; mining, 28; veterinary science, 17; and no choice, 238.

University authorities are at a loss to explain some of the contradictions the surveys show year after year. The leading industries in Idaho are agriculture, mining, and lumbering; yet the preferences for occupations in these fields never have been proportionate to their importance. This year, for instance, farming was the choice of only 271 boys; forestry, 277; and mining, 28. As a whole, Idaho high-school graduates seem to prefer vocations other than those to which they are accustomed.

Why mining should be so low in the estimation of Idaho high-school boys is a puzzle. The total this year, 28 preferences, is just about what it has been for several years back. Mining was particularly hard hit during the depression, but now it is booming. For the last two years, the excellent School of Mines at the University of Idaho has had calls for more graduates than it could supply. Localization of the industry largely in the Coeur d'Alene silver-lead district of northern Idaho has been advanced as a reason. Yet the preferences from that district show the same apathy.

National economic trends are reflected in the high-school surveys almost immediately. Engineering and forestry showed substantial gains in 1934 and subsequent years with the expansion by federal agencies in those fields—U. S. Forest Service, CCC, the Soil Conservation Service, U. S. Biological Survey, and others.

The sudden popularity of commercial aviation was similarly reflected. At one time, about

one out of every three high-school boys in Idaho aspired to be an aviator. Most recent new trend is diesel engineering, following the widespread use of diesel engines for tractors and other power machinery.

During the worst years of the depression, large numbers of high-school girls wanted to become "beauticians," doubtless looking upon beauty work as a quick and easy way to a job. Now the rage for girls not college bound is nursing.

Losing college students to neighboring states, particularly Utah, long has been a problem in Idaho. Geography makes the southeastern corner of the state part of the natural trading area of which Salt Lake City is the center. Even so, a gradually lessening number of Idaho students are going to Utah. This

year, Idaho's prospective college contribution to Utah is 302 students, with other states drawing these totals: Washington, 109; Oregon, 56; Montana, 12; and all other states, 230.

Seventy-eight per cent of the 3,190 seniors who hope to enter college this year wish to do so within the borders of their own state, 91 per cent of this home group at the 4 institutions operated by the state. The remaining 9 per cent gave preferences for the 6 private schools in the state.

The Idaho high-school surveys originated more than 15 years ago. At first they did little more than provide a mailing list for the university editor, but gradually they assumed the present vocational form. Fine co-operation of high-school superintendents and principals who distribute the questionnaire cards to their senior classes and mail them back to the university, make them possible. Information thus gathered is compiled and distributed in mimeographed form to all institutions in the state, thus avoiding needless duplication.

## The Buffalo Superintendency Passes One Hundred-Year Mark

The school superintendency in Buffalo, New York, has been an integral part of the school system for 100 years. With rather pardonable pride a report of the Buffalo board of education, published last year, sets forth the claim that "the city was the first in the United States to establish the office of superintendent of schools."

Action to permit the employment of a superintendent for the schools of Buffalo was taken during the winter of 1836-37, when a state law was enacted at the request of the city, empowering the Common Council to create the office.

The first schoolhouse in Buffalo appears to have been completed in 1809, and the first tax roll for the school district is dated 1818, even though earlier beginnings in the shape of private enterprises are recorded. Prior to 1837 the public schools of the town seem to have been open only a few months each year, and classes were maintained only long enough to comply with the state requirements, to receive state aid. The schools were lacking in supervision and accountability, and public discussion led to agitation which resulted in the state law "authorizing the appointment of a City Superintendent of Common Schools."

The law, however, had so many imperfections that the first appointee resigned at the end of a year and the second appointee declined the honor. But the law was amended

and an able man in the person of Oliver C. Steele was chosen. Existing forms of local organization were retained and a low rate of tuition was established. Then followed a radical departure from the former conception. In 1839, the tuition was abolished and the schools were made free.

Following the enactment of the law, from 1839 to 1854, the school system grew considerably both in buildings and pupils. The effort to secure public support through local taxation met with success in that six buildings were constructed in 1839. The plan, however, did not continue to meet with complete public favor, and it was not until 1845 that additional buildings were undertaken. Between 1845 and 1852 nine new buildings were constructed, several being replacements of earlier buildings destroyed by fire.

A typical argument for the expansion was proposed by the *Buffalo Courier* which said: "Surely it requires no array of arithmetic to prove that a community growing up under such an educational establishment will make more rapid progress to wealth, civilization, and power in all the arts, amenities, and blessings of social life, than one whose population is left in the ignorance toward which unaided human nature uniformly gravitates."

In one form or another, hospitality to the school project manifested itself for many years and finally resulted in a resolution being offered in the council to abolish the schools. A bill enacted by the state in 1861, putting the schools under the supervision of the Regents of the University of the State of New York, perhaps saved them for posterity. In the first session held in "Central School," there were about one hundred pupils under two teachers. The first Regents' Examination of the "Central School" students occurred in 1868.

The school plan formulated in 1838-39 continued without material change until 1854, when a new city charter made the superin-

### BUYING INFERIOR BOOKS

Care should be exercised to see that textbooks are not purchased on price alone, but also consider material, workmanship, and construction. It should be considered false economy to purchase books of inferior contents, cheap paper, and workmanship. Each book should be selected by people who know how to judge the value of a textbook.—S. D. Copeland, Superintendent of Schools, Augusta, Ga.

<sup>1</sup>Press Bureau, University of Idaho.

**GIVE THEM THE BEST**

*the*  
**2 WAY SAFETY**  
OF THE WORLD'S *Safest* TIRE

*Only as SAFE*  
AS THE TIRES  
THAT CARRY THEM

MUD, snow, ice, slippery roads. They're just around the corner. And with the safety and well-being of a dozen or more trusting, eager youngsters at stake—you just can't afford to take chances with questionable tires.

Nor is it necessary. Where valuable or precious loads demand utmost safety, operators of busses and trucks the world over learned long ago that Goodyear Tires offer two-way protection not equalled in any other tires.

**SKID PROTECTION**—Only Goodyears give you the time-proved All-Weather tread with

center traction and tough, deep, gripping diamonds—positive grip for emergency stops and sure-footed going on wet or muddy roads.

**BLOWOUT PROTECTION**—And only Goodyears give you pre-shrunk Supertwist Cord with its matchless protection against blowouts or tire failure of any kind. And you get Supertwist *in every ply*.

Your busses and your children deserve the best. Give it to them. Be sure to specify Goodyears on your school busses whether your own equipment or on contract.

THE GOODYEAR TIRE & RUBBER COMPANY, INC.  
AKRON, OHIO

**LIFEGUARD\* TUBES** make Goodyear safety doubly safe. They give you infallible protection against blowouts—render blowouts as harmless as slow leaks. The secret is in the "inner tire" which—should a blowout occur—supports the load and gives driver ample time to bring bus to a slow stop under complete control.

\*TRADE MARK REGISTERED



**GOOD YEAR**  
**TRUCK AND BUS TIRES**

MODERN GOODYEAR RIMS ARE SAFER—SAVE TIME, TIRES, MONEY! SPECIFY GOODYEAR RIMS ALWAYS



## A "natural" for Schools

The diversified usefulness of this American Tubular Steel Folding Chair makes it a wise choice for innumerable school uses.

For Gymnasium-Auditoriums and Assemblies, regular or supplementary classroom seating, special rooms, libraries, cafeterias, platforms, waiting rooms and occasional purposes.

**POSTURALLY CORRECT... COMFORTABLE... INEXPENSIVE... STRONG... SILENT... SAFE... DURABLE... SANITARY... SMOOTH-STYLED... ATTRACTIVE**

Available in a wide variety of styles,—enamel finished or chrome, with plain or upholstered seat and back.

*Write us before buying chairs*  
Address Dept. ASB10

### AMERICAN SEATING COMPANY

GRAND RAPIDS, MICHIGAN

Branch and Distributor Offices in Principal Cities

*Manufacturers of School, Theatre, Church, Auditorium, Stadium and Transportation Seating*



(Concluded from page 66)

tendency elective by the people instead of by the city council. This system of direct election which continued in force until 1916, was largely due to abuses which had developed especially in the appointment of teachers. Between 1854 and 1892 the superintendent was the sole power in the selection and dismissal of teachers, and no state law or local ordinances defined their qualifications.

Between 1882 and 1892 the growth of the city, and the corresponding growth of the schools, was rapid, and the school department became badly immersed in politics. Gradually the evils of the situation dawned on the public and agitation became general for legislation to remedy the evils. Many advocated the creation of a board of education with power to appoint a superintendent and administer the schools. Many opposed any change at all.

The weight of opinion was equally enough divided to effect a compromise under which the council retained the control of the schools and the superintendent continued to be an elective officer. Most of the purely business affairs of the schools were placed in the hands of a newly created Department of Public Works. The authority of the superintendent was limited in the appointment of teachers to eligible lists obtained by competitive examinations. The eligible lists were prepared by a board of examiners created especially for this purpose.

In January, 1916, a new city charter became effective under which a board of education was created. This board consisting of five members or more was given general charge of the schools and received the power to appoint the superintendent. The management of the business affairs was retained by the com-

mon council in the board of public works.

The superintendent was given immediate supervision of the schools, the hiring and discharge, after a hearing, of teachers, in accordance with the provision of the charter or rules adopted by the board of education, all subject to the general ordinances and regulations of the council.

"The apparent dominant desire completely to divorce public instruction from municipal authority or control and to make the board of education the 'supreme local authority in the government, and administration of the school system' with the powers, duties, and responsibilities of the board, as well as the professional administrators of the system, appointed by the board, clearly defined, continued to be advocated with the result that on June 8, 1917, art. 33-A of the New York Education Law was enacted."

Under that statute the state relieved the city council of practically all active jurisdiction over the control, management, and operation of the public-school system. The statute continued the board of education, as created under the commission charter. It left to the mayor the power to appoint board members, subject to confirmation by the council. It also retained in the city the right to fix teachers' salaries, but this power was subsequently taken away by art. 33-B of the Education Law, adopted May 19, 1919, which mandated the board of education to fix salaries at specified rates.

A compromise was finally effected under which the council retained control of the schools, the superintendent was continued on an elective basis for terms of three (later four) years, and a newly created Department of Public Works took over most of the purely business affairs.

The story of the superintendency of Buffalo is not very unlike that of other cities, except for the fact that the superintendent for so many years was elected directly by the people and exercised almost complete authority as the chief executive of the school system.

#### WPA AID FOR 1937-38

The National Youth Administration has announced authorizations totaling \$8,156,250 for employment of needy high-school students during the school year 1937-38, a reduction of \$2,918,750 as compared with last year's budget.

The administration has made available \$310,650 in addition to their regular quotas to ten Midwestern states affected by drought. Allocations for college and university students will bring the total student-aid program to about \$20,000,000, compared with last year's \$28,139,000.

Under the new program, schools will be permitted to aid 10 per cent of their enrollments as of October, 1936. Previous regulations allowed them to aid 12 per cent of their enrollments as of October, 1934.

If all schools gave students the limit average payments of \$6 per month, approximately 151,000 will benefit in the 1937-38 school year. However, average payments in the peak month of last April were \$4.89, and the same monthly average will permit aid to 184,900 under the new program.

#### BOARDS OF EDUCATION

♦ State Supt. Eugene B. Elliott, of Michigan, has announced in compliance with a new law, that all five-member school boards must publish their proceedings of their annual meetings in a legally qualified newspaper. This takes in nearly one thousand graded rural agricultural and township school districts.

♦ Savanah, Ill. New courses in speech and farm management have been introduced in the high school. The speech course will consist of everyday conversation and formal speech.

# TWO NEW OFFICIAL WORLD'S RECORDS

... and Six Typing  
Championships for **UNDERWOOD**



*Underwood  
Sweeps ALL  
Events at  
Canadian  
National  
Exhibition  
International  
Typewriting  
Contest,  
Toronto,  
Aug. 28th*

*One champion to another... George L. Hossfield, New Jersey speed demon and World's Champion for the tenth time, exchanges congratulations with Miss Grace Phelan, Pennsylvania typist who is the new World's Amateur Champion, Miss Phelan is a graduate of Duquesne University, Pittsburgh. Two new world's records bolstered the smiles of this happy pair.*

★ **WORLD'S TYPEWRITING CHAMPIONSHIP** — George Hossfield of West Englewood, New Jersey, establishes New World's Record with highest speed ever attained under official International contest rules... 139 net words per minute.

★ **WORLD'S AMATEUR TYPEWRITING CHAMPIONSHIP** — Grace Phelan of Etna, Pennsylvania, types 129 net words per minute and hangs up the greatest typing record ever scored by any amateur.

★ **CANADIAN AMATEUR TYPEWRITING CHAMPIONSHIP** — Margaret Faulkner of Toronto, Canada, scores 118 net words per minute to establish a new Canadian amateur record.

*Underwood also won the Canadian Professional, School and Novice Championships*



*Typewriter Division*  
**UNDERWOOD ELLIOTT FISHER COMPANY**  
*Typewriters... Accounting Machines... Adding Machines  
Carbon Paper, Ribbons and other Supplies*  
One Park Ave., New York, N.Y. • Sales and Service Everywhere  
*Underwood Elliott Fisher Speeds the World's Business*

Copyright 1937, Underwood Elliott Fisher Company

**UNDERWOOD WITH 27 WORLD'S CHAMPIONSHIP VICTORIES IS MORE THAN EVER  
THE MACHINE OF CHAMPIONS**



# SEAL-O-SAN

SEALS AND FINISHES WOOD FLOORS

4000 Gym Instructors  
CAN'T BE WRONG

Tests convinced them that Seal-O-San is  
a tougher, more economical floor finish

*Certainly* the floor finish that can withstand the friction and wear of countless gymnasium activities—games, dancing, basketball, gymnastics, assemblies—is also an ideal finish for school room floors.

Seal-O-San is an admirable wood floor finish for it makes the floor non-slippery . . . prevents slips and falls. Its penetrating seal locks out dirt and moisture . . . eliminates costly scrubbing. And the tough, elastic seal successfully resists the punishing action of youthful, scraping feet.

That is why more than 4,000 schools have Seal-O-San floors. For superintendents and gym instructors know that a Seal-O-San finish meets every fair test they demand.

No other floor finish you have ever used possesses to such marked degree Seal-O-San's qualities of durability, cleanliness, and economy of upkeep. Surely, it's worth investigating.



The HUNTINGTON LABORATORIES Inc.

DENVER

HUNTINGTON, INDIANA

TORONTO

MANUFACTURERS OF DEODORANTS, LIQUID TOILET SOAPS, FLOOR SOAPS, INSECTICIDES, DISINFECTANTS AND PLUMBING CLEANSERS

## Teachers and Administration

### LIBERAL SICK LEAVE PLAN

A new plan of sick leaves for teachers has been adopted by the school board at Riverside, Ill., for the school year 1938. Under the plan, the minimum number of days of full pay will continue to be 10 days for all teachers, regardless of the length of their service. Teachers with five or more years' service will be allowed one additional day for each additional year of employment, with a maximum of 20 days in any school year. Teachers absent for a greater number of days than this schedule allows for full pay will be paid the difference in their salary and the salary of the substitute. Such pay will continue for a maximum period of two months after the last day for which they receive full pay.

Absences due to death or serious illness in the immediate family and close relations is included in the schedule, as well as absence due to personal illness.

Under the plan, the days allowed are not cumulative from year to year. The purpose of the sick-leave allowance is to protect the children and to insure them against inefficient teaching resulting from the ill health of a teacher.

### TEACHERS AND ADMINISTRATION

Problems of education held a distinctly minor place in the convention of the American Federation of Teachers at Madison, Wisconsin, August 24 to 27. The more than five hundred delegates, representing about twenty thousand unionized teachers, debated at length the abandonment of AFL in favor of CIO, and voted finally to hold a referendum on the problem. The Federation condemned actions of college authorities and school boards for interference with academic freedom of teaching.

Dr. Jerome Davis formerly of Yale University and leader of the CIO affiliation movement, was re-elected president.

The Lyons residence law requiring civil service employees to live within the boundaries of New York City does not affect teachers and other employees of the New York City board of education, according to an opinion of Corporation Counsel Paul Windels, given to the school board in response to an official request. The opinion upholds the contention of the teachers that the Lyons Law is ineffective because it violates both the state constitution and the city-home-rule law.

At a meeting of 44 superintendents, held at Dunseith, N. H., it developed that there is an acute shortage of rural teachers in that state. Small salaries was given as the cause. Teachers have accepted other forms of employment where the remuneration is better. Better salaries will have to be offered if the schools are to be provided with a full quota of teachers.

Reports from educational officials throughout the country previous to the opening of the schools, showed that an adequate supply of teachers to instruct the millions of school children was available.

The Ohio Department of Education reported a shortage of teachers, especially trained to handle music, vocational, art, home economics, and agricultural courses. In Utah, the state department reported a shortage of teachers for primary and kindergarten grades.

Dr. Sidney B. Hall, State Superintendent of Virginia, found that many city and county school officials in his state had difficulty in obtaining teachers of the character to meet the desired standards. Many of the best teachers have resigned to accept more remunerative positions in private life.

Mr. M. G. Orr, Assistant State Superintendent of Oklahoma said that well-qualified teachers are difficult to obtain. There are numerous calls for teachers of special subjects which cannot be filled within the state.

A surplus of teachers was reported in Massachusetts, Washington, and Louisiana, where more than 1,000 instructors are without positions. In Minnesota, conditions are said to be looking up and more teachers are being employed this year than for some time. Arkansas teachers are also finding it easier to obtain positions than in former years.

Fort Worth, Tex. The board of education has voted to revise its four-year-old policy of granting absence leaves to teachers. It is the purpose of the board to limit teachers' absences to definite purposes such as recovery from illness, travel, and pursuit of higher educational attainments.

Grand Rapids, Mich. The board of education has proposed a new rule of tenure for teachers. A new state law provides that in school systems which elect to come under the law, teachers who have served a two-year probationary period, may not be dismissed without the unanimous consent of the board.

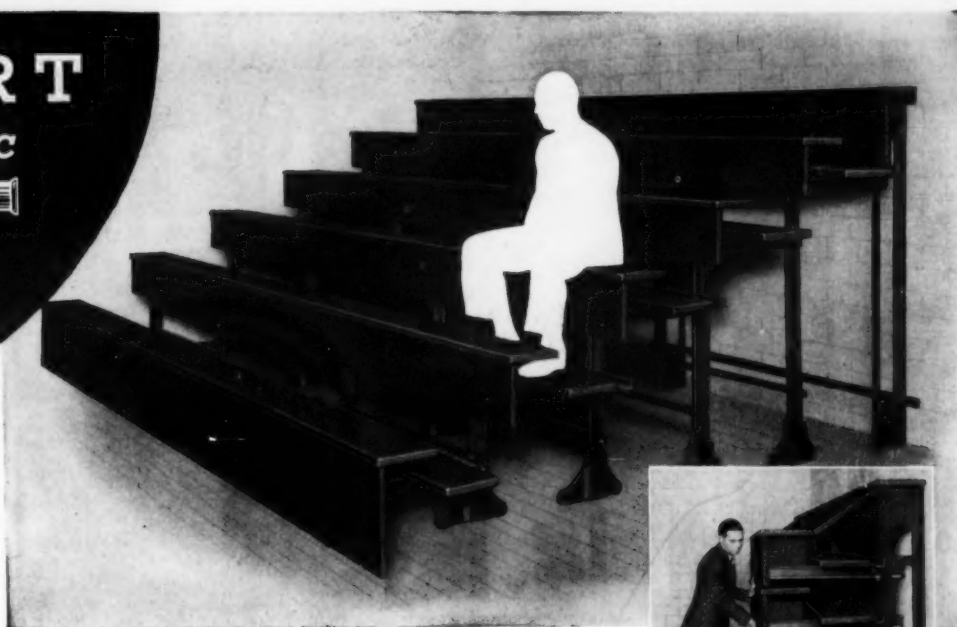
Teachers in Pennsylvania with ten or more years' service to their credit will be entitled to one half year or a full year leave of absence, with part pay, under a new law signed by the governor and effective in September. Under the law, teachers will be paid the difference between their salary and the amount paid the substitute. The local school system is permitted to enforce a 10-per-cent limit to the number of teachers who may take such leaves.

Carlsbad, N. Mex. The board of education has voted to discontinue an old rule prohibiting the employment of teachers with less than two years' experience. The board made the change believing that many capable teachers were prevented from obtaining positions because of a lack of experience.

San Antonio, Tex. The board of education has inserted a clause in the teachers' contracts giving the board the right to require teachers to obtain health certificates. Teachers must pay for the examinations not exceeding \$15.

# MEDART Telescopic GYM SEATS

*With Floating  
Locomotion*



## FOR BUILDINGS OLD OR BUILDINGS NEW

"Medart" presents a precision-built gym seat that literally floats in and out of the nested position... Nothing to lift up or to pull down... Occupies minimum floor space... Solid steel under structure, substantial wood seats, footboards and risers (no plywood)... Complete engineering service available... Architects and School Officials invited to write for Catalog GS-1.

Visit with "Medart" — Booths 3 and 4 — N.A.P.S.B.O. CONVENTION — BALTIMORE — October 11-15

**FRED MEDART MANUFACTURING CO.**  
3530 DE KALB STREET ST. LOUIS, MISSOURI

## School Board News

♦ Miami, Fla. The Dade County school board has approved a suggestion of R. P. Terry, a member, that the board shall create a purchasing division to secure supplies and equipment for the building and maintenance department of the county school system.

♦ Sioux City, Iowa. The board of education has purchased a commercial building in the business district to provide office facilities for the board and the superintendent and storage space for the school busses and equipment. The property was purchased for \$30,500, which represents a great saving on the original cost of the property.

♦ Mexico, Mo. The tuition for rural students attending the high school has been reduced \$5 by the school board. Nonresident high-school students will be required to pay the annual \$25 fee in advance.

♦ Decatur, Ga. The school board has ruled that children whose sixth birthday comes prior to November 15, will be admitted to the first grade in September. Formerly, children whose sixth birthday came more than thirty days after the opening of school, were not admitted to the first grade until the first of the following year.

♦ Alton, Ill. The officers of the board of education and the superintendent will shortly be moved from the Roosevelt School to the board's administration building in the vicinity. The building is already in use for offices of the commissioner of supplies, and the various instructional supervisors.

♦ Stockton, Calif. The school board has completed plans for a survey of the entire city school system. Dr. J. B. Sears, head of the department of education at Stanford University, will have charge of the survey. The purpose of

the survey is to determine the school system's future as well as current needs, to determine needed improvements in old and outmoded schools, and to develop a plan for the rehabilitation and development of the whole system.

♦ Wyandotte, Mich. The board of education has voted to begin an inventory of all assets prior to the installation of a new bookkeeping system. The order came following a five-year audit of the books and records of the board which charged that the system was willfully inadequate.

♦ New Rochelle, N. Y. The board of education has adopted a recommendation of Charles H. Noxon, Jr., calling for the elimination of standing committees. The board will undertake a study of its bylaws for possible revision.

♦ Houston, Tex. The school board has adopted a resolution, which calls for the suspension or expulsion of high-school students who retain their membership in fraternities. Under the new rule, no student will be privileged to attend public schools who is a member of any sorority, fraternity, or secret organization.

♦ St. Charles, Mo. The board of education has voted to inaugurate a bus transportation service for the accommodation of nonresident high-school students. The cost of the service will be met by the students transported and by state aid. The board has contracted with a private party for the operation of the bus.

♦ Columbus, Ohio. The board of education has approved increases in salary for beginning clerk-stenographers, from \$59.50 to \$66.50 per month. New employees coming into the service will in the future be paid higher beginning salaries based on experience in private employment.

♦ A recall election held at Beaumont, Tex., seeking to retire two members of the board of education, Otis Fullen and Mrs. Chapman, resulted in a victory for them. The opposition was due to the dismissal of a male teacher, whose friends sought to retaliate by driving the two members from the board. Instead of being retired, they received a decisive vote of confidence.

♦ Columbus, Ohio. The board of education has ordered that steps be taken for a comprehensive survey of the school system within the near future. The survey is intended to show the extent and condition of facilities, the distribution of school population, and other data aimed to give the necessary guidance in planning for the future.

♦ Marietta, Ga. Resident high-school students will be required to pay a fee of \$5 on the first of September and February. Nonresident tuition is \$5 a month in the high school, and \$3 a month in the grades.

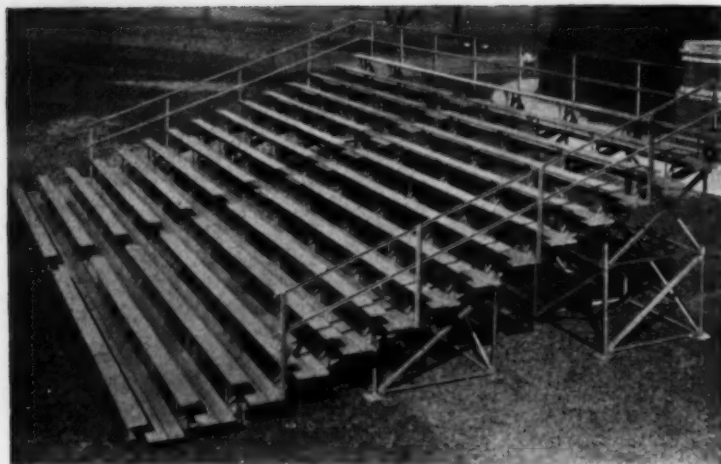
♦ Detroit, Mich. The board of education has voted to prohibit the sale of candy in the elementary schools. The action was taken after long discussion by the members. The sale of candy netted the school system \$10,000 annually.

♦ Kalamazoo, Mich. The school board has approved a new educational program, which seeks to bring the schools in close touch with the occupational and vocational opportunities afforded. The program calls for a retail sales course for part-time and full-time students, an apprentice-training course co-ordinated with local industries, and a placement bureau. A complete preliminary vocational survey will be made.

♦ Wyandotte, Mich. The school board has approved a co-operative recreation program through which the recreation commission will be given the use of a number of school gymnasiums for a winter recreation program. The board will provide the recreation facilities, if necessary, under its own supervision.

♦ Kingston, Mich. The school board has added a noncollege course to the offerings in the high school this year. The noncollege course is planned





## AGAIN THIS FALL!

### The Call Is For WAYNE STEEL PORTABLE GRANDSTANDS!

Every Fall for the past 18 years, the "Please Ship in a Hurry" orders for WAYNE STEEL SECTIONAL GRANDSTANDS have taxed our shop capacity. Two shifts a day are now working; the demand this year is greater than ever. So if you contemplate installing a grandstand this season, please write or wire us now!

**WAYNE IRON WORKS**  
South Broad St. Wayne, Pa.  
Largest Manufacturers of Safe Steel Mass Seating  
P.S. The Wayne Gymstand is acknowledged  
the finest indoor folding Grandstand.

## IS YOUR GYMNASIUM ADEQUATELY EQUIPPED WITH BODY BUILDING APPARATUS?



## NARRAGANSETT

HORSES, BUCKS, PARALLELS, HORIZONTAL  
BARS, RINGS, MATS

Have contributed in building Physical Education programs for over 50 years.

Do you have the Narragansett A1 catalog of Basket Ball Equipment?

**STEEL LOCKERS—SHELVING—CABINETS**  
**GYMNASIUM DIVISION**

**NARRAGANSETT MACHINE CO.**  
P. O. Box 1450 Providence, R. I.

Western: 3219 Lake Ave. Wilmette, Ill. New York: 202 E. 44th St. New York, N. Y.

for students who do not expect to go on to college and do not desire to take geometry and chemistry. The diploma for the noncollege course will be separate from the other diploma.

♦ Shenandoah, Iowa. New departments of vocational homemaking and agriculture have been established in the high school for the first time this year. An art and penmanship supervisor has been employed.

♦ Newton, Iowa. The school system is continuing the expansion of its vocational program to meet the needs of its students in an industrial city. The workshop has been altered to include patternmaking and carpentry. A number of vocational courses have been organized on a vocational basis, and on a co-operative basis, with industry and business, giving training for boys in the industries, in retail selling, and office training. For the rural students, vocational courses in agriculture are being offered.

♦ When James E. Wardle, principal of the Central High School at South Huntington, L. I., was dismissed, a protest followed which culminated in the election by substantial pluralities of three new members of the school board. W. C. McCracken, Clarence C. Roach, and Arthur W. Anderson. The dismissal was followed by a sit-down strike of 300 pupils. The claim was made that Wardle had misappropriated school funds. His supporters held that the money was used to protect a youth who misappropriated funds but later returned them. Mr. Wardle will be reinstated.

♦ Hudson, Mass. The board of education has installed a system of floodlights on the football field in Riverside Park. The field which has been newly constructed, has been dedicated, and the lighting system will be used for night football games in New England.

♦ Red Wing, Minn. The board of education has installed a new system of floodlights on the high-school football field. The lighting cost of the plant is estimated at approximately \$7.50 per hour, and the meter outlay for a single game will reach \$20.

♦ San Antonio, Tex. Under a new policy of the board of education, teachers who have served more than 10 years in the school system, and are 58 years of age, will be placed in a group to be known as "group five of honored teachers." The group will be paid monthly at the rate of \$600 per year, and their duties will be assigned by the superintendent. A five days' sick leave for all teachers has been established by the board for the next year. All time lost for illness over the five days will be deducted from the salary of the absent teacher.

♦ Vincennes, Ind. With the opening of the school year, a new textbook rental plan has been put in operation. A 55-minute period and a six-period school day have been inaugurated in the junior and senior high schools, a new report card has been adopted for the grades one to six, the arithmetic course for the first six grades has been revised, and a revision of the industrial course has been effected in the junior and senior high schools.

♦ Marshfield, Wis. A special program of work in remedial reading has been inaugurated in the schools this year. Special emphasis will be placed upon the finding and remedying of reading defects in a two-way program to be conducted during the year. A new teacher has been employed, who will teach English, corrective speech, and remedial reading. For the present year, this teacher will spend the major part of her time working with defective readers in the junior high school.

♦ The subject of aviation will be taught in the schools of St. Joseph County, Indiana. Supt. O. M. Swihart holds that children should know something of "the great modern method of transportation."

♦ Manistee, Mich. A new course in general mathematics has been introduced in the high school this year for freshman students.

♦ Indianapolis, Ind. The board of public safety has co-operated with the local police chief in devising a plan for guarding school children against traffic accidents.

♦ Sioux City, Iowa. Plans and specifications have

been started for the construction of the Hobson School, estimated to cost \$102,000. Messrs. Beutler & Arnold, architects, of Sioux City, are in charge of the plans.

♦ Trenton, N. J. The Federal Government has approved a PWA grant to aid in the construction of projects included in a two-million-dollar school-building program.

♦ New London, Tex. Construction work has been started on a new junior-senior-high-school building, to cost \$300,000. An addition to the primary building has been completed and occupied.

♦ Pasadena, Tex. The Federal Government has approved a grant of \$81,818, to aid in the construction of a junior-high-school building, estimated to cost in excess of \$100,000.

♦ Jackson, Minn. The Federal Government has approved a PWA grant of \$106,055, to match a bond issue of \$110,000, for the construction of a new school.

♦ Oelwein, Iowa. A new stadium for the school athletic field has been completed for use during the school year. The building was constructed as a WPA project and has a capacity of 7,000 persons. A floodlighting system has been installed to make the field usable in the evenings.

♦ Bronson, Mich. A new schedule of hours has been made effective in the high school this year. Elementary schools will begin at 8:45 in the morning, and high-school classes will start at 8:30.

♦ Wyandotte, Mich. An adult-education program is being offered again in the high school this year. The program has been placed on a nonfee basis, with the cost ranging from \$2 to \$3 for a ten-week course.

♦ Van Buren, Mich. A director of school transportation has been employed by the board of education of Van Buren township.

♦ The Michigan State Board of Education has employed Mr. John C. Parker, of Fort Worth, Tex., to direct a survey of high-school teaching practices. The survey is part of the state department's program to aid in introducing better curriculum practices in high schools of the state.

# A "PROBLEM" CHILD because of NOISE!



## Discipline is Easier to Maintain . . . Faster Learning is Assured with this **PRESCRIBED NOISE-CORRECTIVE**

**M**ANY normal pupils become costly "repeaters" . . . hard-to-control "problems" . . . because distracting noises prevent concentration in the classroom.

You can easily prevent these conditions in your school by applying Celotex Prescribed Noise-Corrective over your present ceilings . . . in corridors, classrooms, gymnasium, cafeterias and other places where noises originate.

Celotex Prescribed Noise-Corrective consists of a complete line of acoustical products, each one designed for a specific acoustical need — and provides the services of an acoustical expert who prescribes

correct acoustical material and supervises installation.

The cost of this modern noise-corrective that is now making thousands of schools *quieter* — helping greatly in raising scholastic standings—is *surprisingly low*. Even a modest appropriation goes a long way in solving a troublesome noise problem.

Without obligation—a Celotex acoustical expert will survey your building, tell you honestly how much noise-corrective you need, and give you an accurate estimate of the cost. For this *free survey*—mail the coupon now.



ACOUSTICAL PRODUCTS BY

# CELOTEX

REG. U.S. PAT. OFF.

**ACOUSTI-CELOTEX CALICEL CALISTONE**

**VIBRAFRAM ABSORBEX**

Sales Distributors Throughout the World

THE CELOTEX CORPORATION  
919 N. Michigan Ave., Chicago, Ill.

ASBJ 10-37

☐ Have a Celotex acoustical expert get in touch with me for free acoustical survey of my school. ☐ Send me free copy of your new booklet, "NOISE."

Name .....

Address .....

City.....County.....State.....



## THERE IS *Blackboard Insurance*

in the use of

# AN-DU-SEPTIC *Dustless* CRAYON AND ANTI-DUST CHALK CRAYON



... because they are free from gritty or hard particles that can scratch and mar your blackboards.

The highest quality materials and extreme care used in their manufacture assure full white marks clearly seen from a distance, yet erasing easily and completely, leaving no gray or shiny streaks.

Important also is the freedom from dust, a safeguard to the health of both teacher and pupil.

Other products in the Gold Medal Line include Crayola Colored Wax Crayon, Perma Pressed Crayon, Artista Water Colors and Tempera Colors, Artista Frescol, Clayola Modeling Material, Shaw Finger Paint, and White and Colored Blackboard Chalk.

Made only by

**BINNEY & SMITH CO.**

41 East 42nd Street

New York

### BLACKBOARD DEMONSTRATION IS IMPORTANT TO EVERY CLASS PROJECT

Vitalizes Instruction  
Stimulates Interest  
Aids Memory  
Promotes Competition

The visual expression of idea, plan, situation or problem encourages more original, clearer thinking on the part of the student. Binney & Smith white and colored blackboard chalks provide the perfect means to this desired end.

#### A STUDY OF STUDENT ACCIDENTS

Alvin D. Battey, assistant statistician of the National Safety Council, has reported the results of a study of student accidents occurring among children five to fourteen years of age during the year 1935.

During the year 1935 there were 7,808 children five to fourteen years old killed in accidents. In 1922, when the national safety-education movement got under way, the death total among children of these ages was 9,324.

The 1935 totals, which are the latest official figures available on accidental deaths, show an increase in deaths of children 5 to 14 years old amounting to nearly 8 per cent, compared with an increase in deaths of other persons of 11 per cent. Thus, the school children's record is hardly better than that of younger children and adults.

It is distinctly encouraging to see that city and state reports for the early months of 1937 show a slight decrease from 1936 in motor vehicle deaths of children 5 to 14 years old. Deaths of other persons increased about 25 per cent. This suggests that the 1936 record of child deaths was only a deviation from a trend that will continue downward.

The total number of accidents recorded in the school systems studied was 19,109. This was at a rate of 13.1 accidents per 100,000 student days. Of the total, accidents occurring in the school buildings numbered 2.3 and those happening on the school grounds 2.2, a total of 4.5 for school property. More than a third of all accidents occurred on home premises, and a slightly larger total was recorded for other places and other times.

The importance of breaking down the student accident problem by grades is shown by the accident rates. Kindergarten pupils had only 5.7 accidents in total, while students in the seventh grade had three times as many—17.0. All but three of the regular grades had rates between 11 and 13.

On the school grounds the likelihood of accidents was more nearly the same for all grades.

Excepting the kindergarten, the rate varied from 1.6 to 2.9. Most of the accidents were associated with playground apparatus and unorganized play, while the majority of cases above the sixth grade were connected with sports.

Each accident on the average, resulted in 3.4 days' absence from school. In these schools alone this is equivalent to the continuous absence of 370 children.

#### GROWING USE OF SCHOOL BUILDING AS A COMMUNITY CENTER

Growing use of the school building as a center of cultural and social life of the community is one of the significant trends in modern education, in the opinion of Caswell M. Miles, supervisor of physical education and recreation of the New York State Department of Education.

In a report on play and recreation for children and adults, prepared by the department, Mr. Miles discusses the relation of recreation to other phases of the regular school curriculum, and emphasizes the increased enrollment in classes organized in the schools for adults.

"The teacher of music today is interested in educating children to be better consumers of good music, and is willing to teach the less technical musical activities to the student masses in order that there may be more widespread participation by the community in community singing, festivals, orchestras, and music clubs," Mr. Miles writes in his report.

"The recreation programs as conducted within the last decade give a prominent place to community music. The English and dramatics department of a modern school is making a very definite contribution to community dramatic clubs. Adult groups are being directed by the teacher of dramatics in the high school, and the presentation of dramatic events attracts large numbers in the community to the school buildings."

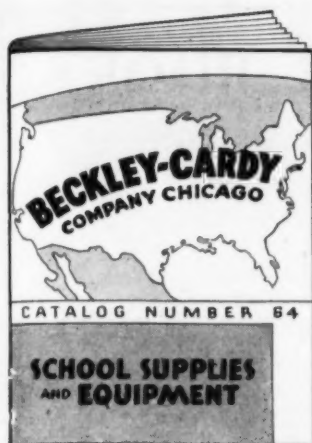
Mr. Miles found through his study that the group of adult students in the age range of 18

to 38 is predominantly interested in training courses which will be of assistance in a trade or profession, while those above 38 are primarily interested in activities and courses contributing to the enrichment and enjoyment of living. In many of the school community centers, all of the varied adult activities are combined in an adult-recreation program, the report states.

#### A DRYING ROOM FOR ATHLETIC EQUIPMENT

The high school at Belvidere, Illinois, was in need of a drying room for athletic equipment. It was also in need of additional locker-room space and a classroom adjoining the old locker room was converted into an annex to the locker room. In connection with a study of ways and means of making the new space best serve the needs of the athletic department, Mr. H. F. Greef, chairman of the building and grounds committee of the board of education, devised a plan for providing the much-needed drying equipment. A warm-air duct from the central heating system was brought into the locker room at a height of about 2 feet from the floor. A side of the room was then walled off to include this warm-air duct and to make a large wardrobe-type locker. The locker was provided with hooks at the upper level from which helmets are suspended. Sweat shirts and jerseys are placed on suit hangers and hung from rods at the middle level. An ingenious system of hooks is provided for the hanging of football pants at the lower level. The dryer is closed off from the main room by air-tight walls and ceiling, but easy access to all parts of it is afforded by means of several close-fitting doors. The air from this room, including the clothing dryer, is not recirculated within the building, but is returned to the attic and thence to the outside.

The entire plan has been developed at a minimum of cost and promises to prove a successful solution to the problem of a drying equipment. Any school using a plenum system of heating can install a similar system.



# • Need Shades, Furniture, Blackboards, Corkboards?

• Write, Wire or Phone BECKLEY-CARDY

THIS IS YOUR CATALOG

*Examine its descriptions, illustrations, and prices before you buy*

It pays to become acquainted with Beckley-Cardy equipment and with Beckley-Cardy service. Why not ask them for prices and information on your current require-

ments, regardless of what they may be. Over thirty years' experience assures you the utmost value in quality and price.

## BECKLEY-CARDY

1638 INDIANA AVE. - CHICAGO

COMPLETE EQUIPMENT FOR EVERY SCHOOL ACTIVITY

### *School Finance and Taxation*

#### HOW A LARGE SCHOOL-BOND ISSUE WAS CARRIED

A school-bond issue of \$2,200,000 was recently carried six to one at Charleston, West Virginia. The bonds have been issued in serial form, covering a period of 34 years, with no maturities for the first three years. They will bear an interest rate of 3 per cent.

The money will be used to erect new school buildings in several districts, under the direction of the Kanawha County board of education. Out of the total sum of \$2,200,000, the net sum of \$144,000 is to be used for increased salaries. The ballot provided also that an advisory committee of five citizens would co-operate with the board of education in the selection of school sites and the planning of new buildings.

In presenting the project to the public, the school authorities secured the support of the local chamber of commerce. That body issued a prospective setting forth the need for new school buildings and the rehabilitation of the older structures. At the same time, it was demonstrated that the school population had increased materially during the past ten years. The ballot also explained just what the teacher load was and what the salary increases would be.

The tax problem was clearly presented. A piece of property assessed at \$5,000 would pay an annual tax of \$53.50. The new bond issue would add \$1.14½ cents per hundred and thus raise the total tax to \$57.25. The prospectus answered every question likely to be asked by the average taxpayer and was liberally distributed throughout the county.

#### WPA EXPENDS \$45,000,000 ON PROJECTS FOR NEW YORK CITY SCHOOLS

The sum of practically \$45,000,000 has been spent by the WPA on projects sponsored by the

board of education of New York City during the two-year period that the program has been in operation, according to City Administrator Brehon Somervell.

Mr. Somervell's report, which includes all phases of WPA work conducted in New York City, involves a total expenditure of \$409,195,154 from August 1, 1935, to July 1, 1937.

According to Mr. Somervell, activities carried on by the WPA through the 46 personal services sponsored by the board of education, ranged widely over the educational field, but special emphasis has been placed upon adult education and those activities which educators feel are really anticipatory of future practices.

The two principal features of the adult education program were the reduction of illiteracy and the vocational education program. In the public schools, the purpose of the WPA project has been the adjustment of children suffering from physical, mental, and personality defects. During the past two years, 33,790 children received special care and 11,000 received lip-reading instruction. Remedial teaching instruction was another feature of the WPA relief project. During the two-year period, 78,000 retarded children benefited through the instruction offered by the WPA. Another service rendered was the follow-up service conducted for the purpose of eliminating physical defects. Through this project 177,650 children were relieved of the physical defects suffered. During this period, 900 home-bound children unable to attend school, and for whom no educational services had been provided, were taught by WPA teachers. Vocational guidance services were given to 35,000 students attending junior and senior high schools in the city. In addition, an activity program was conducted by WPA teachers in the elementary schools during the past year, in which 40,000 children took part. A field activity program, consisting of planned trips to parks, museums, and places of interest was enjoyed by 207,000 children. Through the juvenile clinic program, preventive measures were taken against juvenile delinquency.

#### FINANCE AND TAXATION

♦ Washington, D. C. The board of education has presented a budget to the district commissioners, calling for a total of \$18,858,938, or an increase of \$6,058,214 over the year 1936-37. Increases in operating expenses are due largely to increases in teachers' salaries and to increased appropriations for furniture, equipment, repairs, and improvements.

♦ The Ohio County board of education at Wheeling, W. Va., has adopted a budget of \$999,356 for the school year 1938. Of the total, \$548,795 will be provided by taxation.

♦ Clarksburg, W. Va. The board of education has adopted a budget of \$498,000 for the year 1938. Of the total, \$254,452 will go to teachers' salaries.

♦ Primary aid money for the common schools of Oklahoma has been increased to more than \$5,600,000 for the current school year through the addition of the surplus from the apportionment of \$1,800,000 allowed by the legislature to compensate for school district losses caused by homestead-tax exemptions.

♦ New Orleans, La. The budget of the schools for the year 1938 has been set at \$4,719,792. Of the total, \$3,261,177 will go to teachers' salaries. The total increase in the year's budget is \$731,404.

♦ The Pinellas County board of education at Tarpon Springs, Fla., has adopted a budget of \$837,102 for the school year 1938. Of the total, \$632,847 will go to teachers' salaries.

♦ Milford, Conn. The school board has adopted a budget of \$265,000 for the school year 1938. This is an increase of \$30,000 over the year 1936-37.

♦ Goose Creek, Tex. The school board has approved a budget for 1938, calling for an expenditure of \$540,195, or an increase of \$85,809 over the year 1936-37.

♦ Erie, Pa. Carl Sapper, purchasing agent for the school board, in a recent statement on the operation of the school cafeteria, showed that students in the seven cafeterias paid \$102,283 for



# NYSTROM



## GEOGRAPHY MAPS

For the elementary grades Nystrom offers a wide choice of simplified political, physical-political and regional type maps. Maps of the United States and World—large, simple and brightly colored—for beginners are now ready. For junior and senior high schools special series of economic maps of both United States and World are available.

## HISTORY MAPS

The Sanford-Gordy American History Series include the Old World Background. The 45 maps in the Webster-Knowlton-Hazen Series constitute the most comprehensive set of European and World History maps. Choice of three backings and eleven mountings. Historical pictures and Wilgus Directed History Problems and Projects supplement the maps and texts.

## BIOLOGY CHARTS

The biology section of our new C36 catalog lists a complete line for all biological sciences. Here are charts for every grade of work from the more simple ones for elementary physiology, hygiene, botany, zoology, to the most technical anatomical forms.



**A. J. NYSTROM & Co.**

3333 Elston Avenue Chicago, Illinois

A10

# NEW GREGG BOOKS

*Published Since January, 1937*

Bookkeeping and Accounting Practice, Part II—Accounting. Lenert and McNamara.....	\$1.50
Economics—Basic Principles and Problems. Michels.....	1.60
Progressive Business Law with Graded and Classified Cases and Modern Tests. Filfus and Kasden.....	1.20
French Commercial Correspondence and Readings. Fish and Snow.....	1.20
Business Offices—Opportunities and Methods of Operation. Harris.....	2.00
Gregg Dictation and Transcription. Renshaw and Leslie.....	1.50
Functional Method Dictation. Leslie.....	1.50
The Law Stenographer. Baten, Kelley, and Weaver.....	1.40
Stenographer's Transcription Reference. Hobson.....	.60
Gregg Typing, Second Edition. SoRelle, Smith, Foster, and Blanchard.....	
Book I.....	1.32
Book II.....	1.32
Complete.....	1.60
Typewriting for Personal Use. Blackstone and Yerian.....	1.32

*Write our nearest office for further information.*

## THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston  
Toronto London Sydney

food during the last school year. He pointed out that the rising cost of foodstuffs would make necessary an increase in the price of six of the 24 articles offered for sale.

During the past year the profit from the sale of food amounted to \$35,853.18, but the overhead expenses and depreciation on equipment totaled \$30,974.88, leaving the school system a profit of \$4,878.30.

The price schedule for the 1937-1938 school year follows: Soups (2 crackers), .04; fish, .07; meats (roasts, etc.), .08; meats (stews, etc.), .05; sandwiches (hot roast beef), .06; hamburger and wiener sandwiches, .04; vegetables, .04; pudding, .04; salads, .08; Jello, .04; cake, .05; coffee and cocoa, .05; pie, .05; ice cream, .05; roll and butter, muffins, .02; fruit (evaporated), .05; pretzels, .01; macaroni and noodles, .05; tomato juice, .03; cottage cheese, .05; cookies, .01 and .02; milk (plain), .03; milk (chocolate), .04.

♦ Grand Rapids, Mich. The board of education entered upon the new school year 1938 with a general balance of nearly \$50,000 in its treasury. The general surplus for the year, \$134,684.63, will be credited to the general operating fund net worth, and is not the figure which represents the actual present cash surplus, but the board's balance will gain by nearly \$50,000 after liabilities for accounts payable, unfinished WPA projects, and other sundry items are discharged.

According to the report, the percentage of collections on school taxes was the highest since 1931, being 85.75 per cent against 81.03 per cent for the previous year. The excess of tax collections over unpaid taxes was less than the previous year, when it amounted to \$205,184. Savings during the year, in comparison with the preceding year, were mainly in instruction and operating costs, and the action of the board in placing the last year's outlay on an economy basis aided in the favorable outcome at the close of the year 1936-37. During the year, the board increased its capital fund net worth from \$10,207,107 to \$10,609,558.70, through the retirement of bonds totaling \$402,451.50.

♦ Laredo, Tex. The school board has adopted a budget of \$290,595 for the school year 1938. The budget provides for increased expenditures amounting to \$53,745 over the estimate for last year. Of this amount, \$21,545 is for increases in teachers' salaries.

♦ Campbell, Ohio. The school board has adopted a budget of \$312,700 for the school year 1938. This is an increase of \$17,700 over the estimate for the year 1936-37.

♦ Omaha, Nebr. The board of education has adopted a budget of \$3,630,473 for the year 1938, which is \$21,199 above the estimate for 1936-37. The budget is \$140,000 in excess of anticipated revenues for the year.

♦ Fort Worth, Tex. The school board has prepared a budget for 1938, calling for a total of \$2,652,000, as compared with \$2,401,000 for the last year. The increase in the budget is attributed to restoration of teachers' salaries, additional school-building costs, increased janitor costs, and improvements to buildings. Salary adjustments account for \$110,000 of the increase; improvement of buildings, \$62,000; maintenance of buildings, \$10,000; increased custodian expense, \$24,000.

♦ San Antonio, Tex. The school board has adopted a budget of \$2,783,710 for the school year 1937-38, which is a saving of \$65,525 this year. The difference between the \$115,515 cut in instructional expenses and the \$65,525 reduction in the budget, or \$49,990, will be used for the creation of new departments and miscellaneous apportionments. The burden of the budget cut and the expenses of the new departments has been placed on the shoulders of the teachers by operating with 48 less teachers by withholding the automatic salary increases, by requiring them to teach longer each day, and by requiring supervisors to serve as principals or teachers without any increases in salary.

♦ Dallas, Tex. Full restoration of teachers' salaries has been provided for in the new budget of the board of education totaling \$3,536,350 for the year 1938. The total budget for instructional

service amounts to \$2,888,125, which is an increase of \$209,554. Of this total, the day-school teachers will receive \$2,571,000, or an increase of \$185,323. Supervisors and principals' salaries, clerks, and office supplies for supervision total \$222,757, or an increase of \$14,028.

♦ Cincinnati, Ohio. A new salary schedule, providing for a minimum of \$1,200 and a maximum of \$3,000, has been adopted by the board of education. The former minimum was \$1,600, and the maximum \$3,250.

♦ Campbell, Ohio. The school board has voted to give increases of 10 per cent in salary for all teachers during the next year.

♦ Andover, Mass. The school board has voted to conduct a survey on electricity to determine whether any economy may be effected by generating electricity and power by a Diesel engine at the new heating plant. The survey will be conducted by a representative of the Worthington Pump and Power Company.

♦ Cranston, R. I. The school board has adopted a budget of \$689,274 for the school year 1937-38, which is an increase of \$30,174 over the year 1936-37. The budget provides an additional \$24,410 for teachers' salaries during the year, and \$5,452 for salaries of janitors and matrons.

♦ Waukesha, Wis. The school budget for the year 1937-38 is expected to reach \$197,000. The increase in the budget is due to the purchase of equipment in the new high-school building.

♦ Fort Wayne, Ind. The school board has adopted a budget of \$1,844,110 for the school year 1938.

♦ Great Bend, Kans. The board of education has completed the construction of a six-teacher grade school, with an auditorium and playroom. The building cost \$35,000. A second building devoted to manual arts, drawing, and music instruction, was completed at a cost of \$21,000.

♦ Westhampton Beach, N. Y. The school board of Dist. No. 2 has received notice of the approval of a federal grant of \$213,750, to be applied toward the construction of a junior-senior high school.

# HYGIEIA

## 2 FAMOUS CRAYONS

For over forty years **HYGIEIA** has told its own story on the blackboards of the Nation's Schools.

**AMBRITE**, the original colored black-board crayon has fostered the child's love of color and aided the teacher to enrich her daily program.

Your School Supply House has these 2 famous crayons in stock.

THE  
American Crayon  
Company

Sandusky, Ohio,  
200 Fifth Ave.,  
New York City  
• REG. U. S.  
PAT.  
OFF.

**AMBRITE**  
CHALK CRAYONS  
FOR COLORFUL FALL PROGRAMS

RAPID

VELVETY

BRILLIANT

## KIMBALL BUILT



Efficient economy is the keynote to school administration. In equipping school laboratories, the wise school man knows that real economy—efficient economy—means the first cost plus years of satisfactory service.

Let the Kimball engineers help solve your problem in the laboratories and vocational departments. Kimball furniture is designed and constructed to afford the greatest service. The features of adaptability and practicability in Kimball equipment offers an economical solution to your difficulties, and assures you of higher utility values.

Write and also ask for a copy of our complete illustrated catalog.

**W. W. KIMBALL CO.**

Laboratory and Vocational Furniture Division

306 South Wabash Ave.,

Chicago, Ill.

A. E. KALTENBRUN, Director of Sales

New York Sales Office  
105 W. 40th Street, New York

New England Sales Office  
716 Columbus Ave., Boston, Mass.



**AND**  
*headed for  
outstanding popularity*

This new "Colonial" design chair is a worthy addition to a very comprehensive line of auditorium seating and is bound to capture the interest of discriminating buyers throughout the country. It combines in an unusual degree pleasing appearance, comfort, durability and is priced for sound economy. It may be had with either plywood or full upholstered back and seat. Before buying either auditorium or classroom seating, by all means, write for the new Irwin catalog. It's a reliable index to the "Best Buys" in school seating.

**IRWIN**  
*Seating Company*

GRAND RAPIDS, MICHIGAN  
NEW YORK OFFICE: 381 FOURTH AVE.  
TERRITORIAL DISTRIBUTORS  
THROUGHOUT THE UNITED STATES



**IRWIN**  
*Seating*

*A Symbol that has identified Quality  
School Seating for more than Thirty Years*





## BOSTONS GIVE EXTRA VALUE AT NO EXTRA COST

Here are some of the Boston advantages:

- 1 Only Bostons have Speed Cutters—6 extra cutting edges.
  - 2 Bostons have larger all metal chip receptacles.
  - 3 Bostons have stand that really have the stamina to resist classroom abuse.
  - 4 Bostons cut correctly, designed to give perfect points. They never scrape.
  - 5 All Bostons are guaranteed for 1 year.
- These advantages should be in every school.

### BOSTON Speed Cutters



15 cutting edges instead of 12 used on obsolete pencil sharpeners. Twin milling Boston speed cutters thus give 25% more service.

Model KS has the exclusive feature of a pencil guide adjustable to 8 pencil sizes—makes long firm points—assures better classroom work. Durable for lasting service. Write for the complete list of Boston Pencil Sharpeners stocked and recommended by school supply dealers.

**C. HOWARD HUNT PEN CO.**

**Camden, N. J.**

An inspiring leadership in quality manufacturing for over 35 years  
Hunt Steel Pens, Speedball Products, Boston Pencil Sharpeners.

Free lesson sheet service on lettering—and linoleum block printing.

# BOSTON

## PENCIL SHARPENERS

### THE FLORIDA SCHOOL-CODE REVISION

Early in 1936, the governor of Florida appointed a school-code committee, whose duty it became to study the laws bearing on the educational interests of the state, and to submit recommendations designed to overcome existing weakness and to bring the schools upon higher levels of efficiency. Leading educators of the state served as members of the committee.

The report covering over 300 pages, proceeds to describe every phase of the educational work done at this time and the facilities at the command of the school authorities. The administrative mechanism as now set up is fully discussed. Every chapter is followed by an illuminating summary.

The recommendations made in the closing chapter of the report reiterate those made by the Florida Educational Council and other educational bodies. They emphasize a change in the course of study to comply with changing economic and social conditions, and commend school administrators who have effected economies without impairing the standards of the schools.

On the subject of taxation and administration, the following recommendation is made: "That the tax structure of the state be rebuilt to the end that a more equitable distribution of taxes may be obtained and at the same time necessary funds raised to support our governmental agencies, including the public schools; and that the schools be partially supported from the general state fund like other governmental agencies with full guarantee that such funds will be available when and as needed.

"That instead of the present *ex-officio* board of education, a nonsalaried board should be appointed by the governor with overlapping four-year terms, the board to be charged with the responsibility of selecting a state commissioner of education on the basis of his professional and educational qualifications, as may be prescribed by law; the board not to be removed except by impeachment.

"That the board of public instruction of each

county be composed of from 5 to 7 members and elected for four years with overlapping terms—the said board to select a county superintendent on the basis of his business, educational, and professional qualifications.

"That a definite division of authority and powers between the county board of public instruction and the county superintendent be definitely fixed, making the county superintendent the executive officer of the board."

### REDUCED ENROLLMENT IN NEW YORK CITY SCHOOLS

The New York City public schools opened with a decreased enrollment, but with a greatly augmented teaching staff and classroom facilities. The year started with 302 new teachers, mainly for special classes. Four new buildings, two of them high schools, were occupied for the first time on the opening day, and five more buildings will be ready for use before the end of the school term.

The reduction in class size in the elementary schools is due to the distribution of the present school staff among a school population which has shrunk with a declining birth rate.

The elementary class size this fall averages 35.8, as compared with 36.9 a year ago, and 38.5 in 1932. It is a step toward more individual instruction and brings the classes more nearly to the size which many educators consider advisable, that of 30 to 35 pupils.

Later, it is hoped to effect a reduction of the pupil-teacher ratio in junior high schools from 36 to 35, and in the senior high schools from 31.5 to 30.5, with more teaching stations for the evening elementary schools, and more sessions in the evening high schools.

### TEN YEARS OF SCHOOL REORGANIZATION

In making his annual report, Superintendent Austin R. Coulson, of the Albany, New York, schools discusses ten years' experience in the working out of the plan of organization adopted in 1927. The plan provided for the creation of the

positions of business manager, of a director of research, and for the housing of all the supervising officers in a central office.

The creation of the office of business manager has proven its expediency. It provided for a head who could act with authority and who was held responsible for all receipts and disbursements of money, for budget control, for requisitions, for purchase and distribution of textbooks and supplies, for building repairs and maintenance, and for control over the janitorial service.

The director of research, too, proved his value. He was placed in charge of educational measurements, mental tests, census and attendance, child accounting, guidance and placement. The report here adds: "The fields of tests and measurements, curriculum construction, and guidance are so intimately related to the instructional service rendered the children of the city schools that the value of one cannot be estimated apart from the others. All contribute greatly to the scholastic success of the individual pupil and to the general efficiency of the school system as a whole."

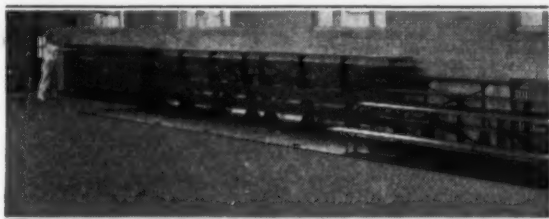
### LAW AND LEGISLATION

♦ The New Orleans, La., parish school board was ordered to reinstate Mrs. John Barrere, as a teacher, and pay her back salary in full for the term of 1936-37. When she was married in 1936 the board contended that she automatically relinquished her position. The court held that marriage did not constitute a cause for the cancellation of her contract.

♦ A suit brought by William J. McCoy, to recover his position of principal of Bowen High School, Chicago, was dismissed by the court.

♦ Under a new law, which became effective in the State of Texas on August 20, all high-school sororities and fraternities in cities having a population of from 320,000 to 350,000, have become illegal. Under the law, it becomes the duty of school boards to suspend or expel from schools under their control, any pupil who shall be or remain a member of such a society. The Houston school board has banned Greek letter societies but has not provided a penalty for failure to obey the rule.

## A SURE SOLUTION TO YOUR SEATING PROBLEM!



### UNIVERSAL FOLD-A-WAY and XL GYMNASIUM STANDS

Doubtless your gymnasium is well equipped for instruction in physical training...but how about seating to accommodate the crowds which should attend your games? Gate receipts increase directly as guest comfort, safety and ability to see well are provided.

Universal folding stands are safe, strong and properly built. A full installation can be opened for use, by one man in less than five minutes. When closed these stands occupy the minimum of space, nesting compactly against the wall, securely encased in attractive matched grain cabinets. With Universal stands you can use cross courts for practice, thus doubling the number of students who can have the benefits of practice training.

Let us send you full details, there is no obligation on your part.

**UNIVERSAL BLEACHER CO.**

P. O. Box 335

Champaign, Illinois

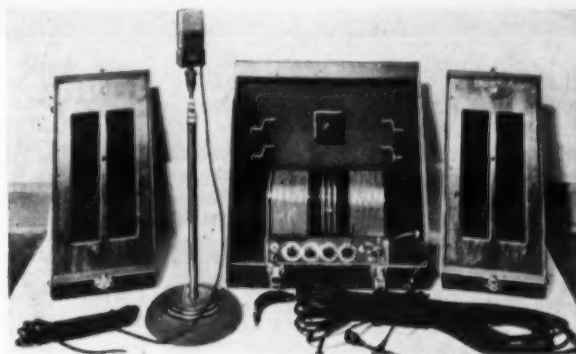
# RCA Victor Portable Sound Systems

**FOR AUDITORIUMS, GYMNASIUMS,  
ATHLETIC FIELDS**

## *Yours at Low Cost!*

**Y**OUR school needs this fine equipment! For it brings clear, true sound to *every* student in your auditorium, gym or athletic field. Excellent, too, for large classrooms. Ends strain placed on those seated far away from speaker. Makes those in seats of last row as keenly interested as those up front.

Current low prices make this the ideal time to buy. But when you do—be sure to specify RCA Victor—and you'll be sure of getting the best. For only RCA is engaged in every phase of sound—and its vast store of experience naturally creates products that give you greater satisfaction—more value for your money.



RCA Victor Portable Sound System PG-112... furnishes volume for audiences up to 2000 persons. Comes with 2 dynamic speakers, amplifier, RCA Velocity microphone. Has Tone and Volume controls, Music-Speech switch, Radio and Phonograph inputs. Only \$199.50 at the factory.

### SEND FOR FREE BOOKLET: "SOUND SERVICE FOR SCHOOLS", TELLING ABOUT THESE GREAT TEACHING HELPS

Besides the Portable Public Address System shown, RCA Victor also makes a larger and a smaller type. Other services include radios and record playing instruments, Victor Records for classroom use, Centralized sound equipment, Photophone sound motion picture projectors, Voice recording apparatus. Full details in booklet. *Write for it today. It's free. No obligation.*



# RCA Victor

**SOUND SERVICE FOR SCHOOLS**

Educational Department • RCA MANUFACTURING CO., Inc.  
Camden, N. J. • A Service of the Radio Corporation of America

# Plan now

## To Add 16mm SOUND EQUIPMENT THIS FALL

In addition to SOUND and SILENT projection of Teaching and General Education Films in classroom and auditorium, the amazingly easy-to-use Animatophone has a wide range of other uses, including entertainment, public address adaptation, and amplification of phonorecords for music appreciation, etc.

Investigate! So successfully has VICTOR specialized in caring for the requirements of the educator that Animatophone has become the World's most widely used 16mm Sound Equipment. Your school, too, can easily acquire this most practical of modern educational tools. Ask us now to show you how!

**VICTOR ANIMATOGRAPH CORP.**  
Davenport, Iowa . . . Chicago  
Los Angeles . . . New York

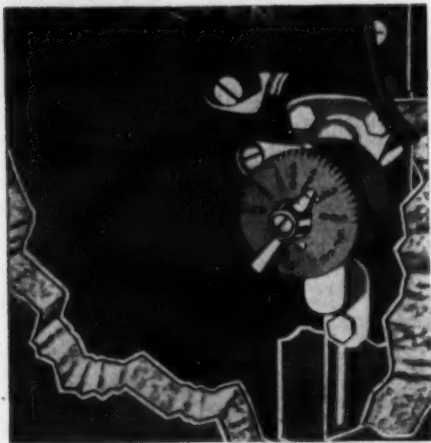


# VICTOR





Vulcan Radial Fin Top (Patented)



Oven-Heat-Control and Insulation

## 42% FUEL SAVINGS Soon Pay For MODERNIZING WITH VULCAN

### HERE'S THE EVIDENCE—

(From a well-known institution, name on request). "As evidence of the efficiency and economy of the new (Vulcan) appliances, we show an average fuel decrease for four months of 42%. In addition, there is a marked decrease in room temperature of the kitchen."

### Here are the Reasons:

- 1 Radial Fin Cooking Top (patented Vulcan feature) increases heat absorption surface 68%, cuts top cooking costs 25% or more. Improved where 80% of all cooking is done.
- 2 Vulcan insulated heat controlled ovens cut gas consumption 25 to 50%, reduce meat shrinkage as high as 66%, giving more servings per roast.
- 3 Vulcan Ceramic Broiler (patent applied for) cuts gas consumption 20%, yet has 35% faster speed, gives quicker service, increases sale of profitable broiled foods.
- 4 New Vulcan Fryer (patent applied for) using more efficient and faster method of heating kettle, cuts gas consumption, increases speed and vastly improves quality.

Offset increasing food costs with lowered cooking costs. Modernize with Vulcan equipment hooked up in a battery of matched units.

Ask for a survey of your cooking equipment. A competent kitchen engineer can show you how modern equipment pays for itself in reduced costs.

### STANDARD GAS EQUIPMENT CORPORATION

18 EAST 41st STREET, NEW YORK AND OTHER CONVENIENTLY LOCATED  
OFFICES BOSTON - PHILADELPHIA - BALTIMORE - CHICAGO - AURORA, ILL.  
LOS ANGELES - PORTLAND, ORE.

### CALIFORNIA SCHOOL TRUSTEES' ASSOCIATION WILL MEET IN FRESNO

President John J. Allen of the California School Trustees' Association has announced that plans are being completed for the coming meeting of the Association, to be held in Fresno, on October 8 and 9. The officers anticipate a large attendance at the meeting.

The general subject for the meeting will be *Present Needs of California Schools*. Among the important topics to be discussed are "Pupil Transportation," "Revision of Courses of Study," "Sight Conservation," "Needed Legislation." There will be a panel discussion on the subject of "Pupil Transportation," taking up the aspects of relative costs of public-owned and private-owned busses, safety devices, problems in furnishing transportation, and enforcement of traffic rules.

Among the speakers who will appear on the program are Dr. John C. Almack, Dr. Leo Gianini, Dr. Frank Thomas, and Dr. Walter F. Dexter, state superintendent of public instruction.

### COMING CONVENTIONS

Oct. 5-8. National Society for the Prevention of Blindness, in New York City. Miss Regina E. Schneider, New York City, secretary.

Oct. 7-8. Michigan Education Association (No. 5), in Alpena. Marjorie Furman, Petoskey, secretary.

Oct. 7-8. Michigan Education Association (No. 7), in Sault Ste. Marie. Clyde E. Hertz, Calumet, secretary.

Oct. 7-9. Vermont State Teachers' Association, in Rutland. Miss Marion C. Parkhurst, Burlington, secretary.

Oct. 8. New York State Teachers' Association (Long Island Zone), in Hempstead. Marjorie Blythe, Southampton, secretary.

Oct. 8. Pennsylvania Education Association (North-west district), in Meadville. J. C. Prindle, Cambridge Springs, secretary.

Oct. 8-9. California School Trustees' Association, in Fresno. Mrs. I. E. Porter, Bakersfield, secretary.

Oct. 8-9. New York State Teachers' Association (southern zone), in Elmira. Arletta Johnson, Cortland, secretary.

Oct. 11-15. National Association of Public-School Busi-

ness Officials, in Baltimore, Md. H. W. Crambley, Pittsburgh, Pa., secretary.

Oct. 14-15. Michigan Education Association (No. 2), in Flint. Janet Scott, Midland, secretary.

Oct. 14-15. Michigan Education Association (No. 3), in Jackson. Joel Lee, Owosso, secretary.

Oct. 14-15. Missouri Central Teachers' Association, in Warrensburg. Fred W. Urban, Warrensburg, secretary.

Oct. 14-16. Western Pennsylvania Education Association, in Pittsburgh. A. M. Goldberger, Pittsburgh, secretary.

Oct. 16. Massachusetts Teachers' Federation, in Worcester. Hugh Nixon, Boston, secretary.

Oct. 21-22. Washington Education Association, in Spokane. Arthur L. Marsh, Seattle, secretary.

Oct. 21-22. Indiana Teachers' Association, in Indianapolis. Charles O. Williams, Indianapolis, secretary.

Oct. 21-22. Michigan Education Association (No. 6), in Detroit. Elsie Musolf, Ypsilanti, secretary.

Oct. 21-22. Michigan Education Association (No. 8), in Battle Creek. Eva N. Palmer, Battle Creek, secretary.

Oct. 21-22. Minnesota Education Association (northern division), in Bemidji. A. C. Clark, Bemidji, secretary.

Oct. 21-22. Minnesota Education Association (central division), in St. Cloud. E. B. Lund, St. Paul, secretary.

Oct. 21-22. Minnesota Education Association (south-west division), in Winona. A. T. French, Winona, secretary.

Oct. 21-22. Minnesota Education Association (western division), in Moorhead. C. P. Archer, Moorhead, secretary.

Oct. 21-22. New Hampshire Teachers' Association, in Nashua. John W. Condon, Derry, secretary.

Oct. 21-22. New York State Teachers' Association (eastern zone), in Schenectady. Elizabeth F. Gorman, Saratoga Springs, secretary.

Oct. 21-22. New York State Teachers' Association (northeastern zone), in Lake Placid. Dorothea de Chiara, Champlain, secretary.

Oct. 21-23. National Council on Schoolhouse Construction, in Columbus. Ray L. Hamon, Nashville, Tenn., secretary.

Oct. 21-23. Utah Education Association, in Salt Lake City. B. A. Fowler, Salt Lake City, secretary.

Oct. 22. New York State Teachers' Association (central zone), in Syracuse. Janet W. James, Syracuse, secretary.

Oct. 24-26. New York State School Boards' Association, in Syracuse. W. A. Clifford, Mt. Vernon, secretary.

Oct. 27-29. North Dakota Education Association, in Minot. M. E. McCurdy, Fargo, secretary.

Oct. 27-30. Nebraska Teachers' Association (No. 1), in Lincoln. Charles A. Bowers, Lincoln, secretary.

Oct. 27-30. Nebraska Teachers' Association (No. 2), in Omaha. Charles A. Bowers, Lincoln, secretary.

Oct. 27-30. Nebraska Teachers' Association (No. 3), in Norfolk. Charles A. Bowers, Lincoln, secretary.

Oct. 27-30. Nebraska Teachers' Association (No. 4), in Grand Island. Charles A. Bowers, Lincoln, secretary.

Oct. 27-30. Nebraska Teachers' Association (No. 6), in Scottsbluff. Charles A. Bowers, Lincoln, secretary.

Oct. 28-29. Maine Teachers' Association, in Portland. A. W. Gordon, Augusta, secretary.

Oct. 28-29. Michigan Education Association (No. 4), in Grand Rapids. Lillian Hendrikse, Grand Rapids, secretary.

Oct. 28-29. Minnesota Education Association (St. Paul division), in St. Paul. Thomas Christofel, St. Paul, secretary.

Oct. 28-29. New York Teachers' Association (central zone), in Rochester. Hazel A. Wolvertop, Canandaigua, secretary.

Oct. 28-30. Michigan Education Association in Denver. W. B. Mooney, Denver, secretary.

Oct. 28-30. Michigan Education Association (No. 1), in Detroit. Frances M. Stubbs, Detroit, secretary.

Oct. 28-30. Rhode Island Institute of Instruction, in Providence. A. J. Maryott, Pawtucket, secretary.

Oct. 28-30. Wyoming Teachers' Association, in Thermopolis. H. H. Mayer, Rawlins, secretary.

Oct. 29. Connecticut Teachers' Association, in Hartford. F. E. Harrington, Hartford, secretary.

Oct. 29. New York Teachers' Association, in New York City. Mabel Eggleston, Yonkers, secretary.

Oct. 29-30. Georgia Association of School Superintendents. S. F. Maughon, Commerce, Secretary.

Oct. 29-30. Maryland Teachers' Association, in Baltimore. Walter H. Davis, Havre de Grace, secretary.

Oct. 29-30. New York State Teachers' Association (western zone), in Buffalo. M. Elsie Davis, Buffalo, secretary.

Salaries Paid School Administrative and Supervisory Officers, 1936-37, in 207 Cities 30,000 to 100,000 Population

Paper, 6 pages. Tabulation II-B, June, 1937, of the Research Division, National Education Association, Washington, D. C. The report gives the salaries of superintendents, associate superintendents, business managers, secretaries, head janitors, head nurses, and directors of the various special subjects. The report includes a form used in assembling the data.

## AT THE HEAD OF THE CLASS IN CAFETERIA EQUIPMENT

Pix Equipment passes every examination with flying colors . . . whether it's in attractiveness of design, sturdiness of construction or economy of operation. It is planned and built by experienced technicians to give many years of efficient and uninterrupted service.

School executives and their architects are invited to make full use of our engineering and consultation staff—whether the problem is one of modernizing present food service facilities, planning a new installation or buying single pieces of cafeteria and kitchen equipment.

**ALBERT PICK CO., INC.**  
2159 PERSHING ROAD, CHICAGO

*Illustrated is a view in the Pix equipped cafeteria of Lindbloom High School, Chicago.*



### New Books

#### Modern-School Arithmetic, Fifth-Grade — New Edition

By John R. Clarke, Arthur S. Otis, Caroline Hatton, edited by Raleigh Schorling. Cloth bound. 258 pages. Price 72 cents. Published by World Book Company, Yonkers-on-Hudson, New York.

This series of arithmetics, which serves from the first to the sixth grade, was first brought out in 1929. It is to be augmented with texts, now in preparation, for the seventh and eighth grades. The authors are specialists in mathematics and well equipped to write with authority.

The acceptance of the series is unquestionably founded upon the fact that the studies concern themselves largely with the activities engaged in by children. The recreational and play life of the pupil, the things he hears and reads about that arouse his fancy and concern, the duties and obligations imposed upon him, everywhere bring into use arithmetical considerations. The lessons thereby become his own problems for which he will seek the answers.

Book five is divided into ten chapters, beginning with a review of the fundamentals through long division, fractions, measurement, problem solving, and reviews. Colored illustrations are employed showing children at play, performing acts of service, and noting some of the interesting things men do in the great outside world. The element of distance, time, cost, find expression in arithmetical problems. Progress and diagnostic tests are supplemented by "division" tests which are in reality ingenious drill materials for those children who need further help.

#### Typographer's Desk Manual

By Eugene de Lopatecki. Cloth, quarto, 88 pages. Price, \$3.50. Ronald Press, publishers, New York, N. Y.

This book presents basic information which the typographic layout man needs in measuring and specifying type faces. In a series of specimen and data pages, the user may find for the most widely used type faces such facts as (a) a tonal intensity rating, (b) a description of the salient features of the type's design, (c) hints for using, (d) lists of faces and accessories with which the face may be combined, (e) suggestions on types of copy for which the face is suited, (f) tables of sizes of faces and character count per pica. The discussion of each face includes numerous intangible values of faces which have been observed in use. Creative typography may be an art which is not subject to exact rules, but with a book like the present, any man of average taste can achieve creditable success in designing printed matter. The book contains much information which every printing teacher needs.

#### An Introduction to Public-School Relations

By W. G. Reeder. Cloth, 256 pages. Price, \$2.25. The Macmillan Company, New York, N. Y.

Here is a timely textbook. The author has sensed the fact that the trend of the times calls for better accounting than ever before of what the schools are accomplishing if adequate support for their operation is to continue. Thus, he believes that the public-school officials and employees are obligated to perform a public-relations function.

With that thought in mind the book proceeds first, to define just what is meant by public relations as applied to a school system, and then enters into the various phases of publicity designed to familiarize the public with what the schools are doing.

The organization and administration of a public-relations program is suggested. This brings into consideration the matter of newspaper pub-

licity, of student publications, annual school reports, schoolhouse organs, parent-teacher organizations, and other contacts with the home and the general public.

The author points out the various school activities which may lend themselves to favorable publicity. He provides sample news stories. The list of suggestions which follow here is a long one and demonstrates that there are many things in school life in which the public may become interested.

The point is made that all school news must be truthful. Again, "school information should be unselfish and unbiased," says the author. "The first standard which the information should meet is truthfulness. To be truthful is not only ethical but it is good business." Some of the large city newspapers devoted a page daily to school news which has proved quite acceptable to the general reading public, as well as to those immediately identified with the school system.

The author devotes a chapter to publicity campaigns designed to win the public approval for buildings projects involving bond issues or an increase in the tax levy. The suggestions contained herein will prove especially helpful in communities where the school plant is sadly in need of rehabilitation.

Valuable as a textbook like the present is, it is necessarily limited to the simpler and more obvious principles and methods of publicity. It is limited, too, by the present somewhat narrow philosophy of public education and by the widespread notion held by schoolmen that what the schools are doing is good and right and should be publicized as such. It would be valuable for the active school executive if the author could make clearer the need for more objective, well-balanced, and continuous publicity that has no other aim except public interest. In other words, there is need for a critical statement on school news and news dispensers that will set up right attitudes in the school executives and teachers.



## DETTRA'S "BULL DOG" Trade Mark Reg. BUNTING FLAGS

Every School and Schoolroom  
should display these Bull Dog  
Bunting Flags "Best by Test."  
Made in all sizes from 15x24  
inches up to 20x38 ft.



All Bull Dog Flags  
are dyed with our  
EVERLASTING  
DYES, with TUFF-  
TEXT finish. Dou-  
ble stitched stand  
straps

LOOK FOR ME  
ON EVERY FLAG



I AM GOOD  
AND TOUGH.

This flag conforms exactly with the U.  
S. specifications for Government use.

Write for our school flag price list list-  
ing everything in flags that schools use.

**DETTRA FLAG COMPANY, Inc., Mfrs.**  
**OAKS, PA.**

P. O. Box E.

## SHELDON FURNITURE

• LABORATORY • VOCATIONAL •

D  
E  
S  
I  
G  
N  
S  
I



S  
T  
A  
N  
D  
A  
R  
D

They have stood the test of TIME under DURABILITY  
and PEDAGOGICAL standards.

Chemistry, Physics, Biology, Home Economics, Drawing,  
Manual Training, Storage Cases.

365 page catalog on request. Trained Representatives to  
aid in your planning—one is near you.

**E. H. SHELDON CO., Muskegon, Mich.**

### PUBLICATIONS

**Digest of 1937 Legislation Dealing with Schools, School  
Districts, and Matters Relating thereto.** in Compton,  
Calif.

Prepared by Everett W. Mattoon and W. B. McKesson.  
Paper, 21 pages. Issued by the Compton Junior College,  
Compton, Calif.

Contains information on bonds, buildings and grounds,  
boundaries and organization, governing boards, liability  
for injuries, libraries and textbooks, and tenure.

#### Children Come and Sing

By Clara Lyden. Paper, 24 pp. E. M. Hale & Co.,  
Milwaukee, Wis.

A beautifully illustrated singing reader for kinder-  
gartens.

#### Revised School Finance Systems

Published by the Research Division, National Educa-  
tion Association, Washington, D. C.

This pamphlet, the fourth in a series covering the  
state systems, presents the situation in Alabama, Florida,  
Louisiana, Michigan, Oklahoma, South Dakota, and  
Washington. In each of these states recent legislation  
has made considerable changes.

#### Practice Pads for Unit-Activity Series

By Nila B. Smith. Paper, 96 pages, each. Price, 32  
cents each. Silver, Burdett & Company, New York, N. Y.

These pads are planned for parallel reading and seat-  
work with the author's first and second readers.

#### A Full-Grown Nation

By Edna McGuire. Cloth, 464 pages, illustrated. \$1.28.  
The Macmillan Company, New York City.

Here is a really new kind of grade-school history which  
tells all the facts but in a way more interesting to boys  
and girls than a story book. In fact, it is a series of true  
stories well illustrated with 247 drawings by George M.  
Richards.

The author has tried to produce a history as vivid as  
"The Wings of a Century" pageant, which suggested  
the undertaking. She certainly has succeeded in making  
history live. And her book arranged in eight units with  
modern teaching aids is adapted in the classroom.

#### Teaching with Motion Pictures

By Edgar Dale and Lloyd L. Ramseyer. Bulletin No.  
2, Series II, April, 1937, of the American Council  
Studies on Education. The American Council on Education,  
744 Jackson Place, Washington, D. C.

A handbook of administrative practice, dealing with  
problems related to the use of the motion picture in the  
classroom. The material presented is intended to develop  
a feeling of adequacy on the part of the teacher and ad-

ministrators in the use of the motion picture as a medium  
of instruction.

#### Stepping Stones in Art Correlation

By Magdalene Pickens. Paper, 32 pages. Price, 55  
cents. The Comp Publishing Co., Omaha, Nebr.

This text for upper grades outlines a series of projects  
in poster-making. It uses Dutch, Arab, Eskimo, Italian,  
Chinese, Jap, and jungle materials. Full of child interest,  
with figure drawing in excellent technique and good color.

#### Essentials of Commercial Law

Revised edition. By Wallace H. Whigam, Lloyd L.  
Jones, and James W. Moody. Cloth, 516 pages. The Gregg  
Publishing Company, New York, N. Y.

This elementary text is a sort of "consumer's" study  
of the law and embraces a broad treatment of all those  
principles and practices which the common man needs  
in his relation with his fellow citizen in business, in the  
occupations, in private life. Like all similar works it  
limits its point of view to the legalistic aspect of the  
origin and validity of laws and to their basic value as a  
means of guiding and controlling the acts of the indi-  
vidual. Certainly it does not fully satisfy from the  
ethical standpoint and omits elements as a basis of under-  
standing the elements of a well-rounded philosophy of life.

#### Modern School Arithmetic

By J. R. Clark, A. S. Otis, and Caroline Hatton.  
Cloth, xii-274 pages. World Book Company, Yonkers,  
N. Y.

A third-grade text, completely revised from an earlier  
edition.

#### The Teaching of History in English Schools

By Olive E. Shropshire. Cloth, 189 pages. Price, \$2.10.  
Bureau of Publications, Teachers College, Columbia Uni-  
versity, New York, N. Y.

"History as a school subject in England today is barely  
respectable" in the author's opinion. It is a modern  
subject, and in the author's opinion some teaching of  
fine quality may be seen. Judging the author's findings  
from a purely American standpoint, the work seems to  
lack that fine balance and that objectiveness in content  
to which we are accustomed here in the States.

#### A Physical Education Curriculum

Prepared under the direction of W. R. LaPorte, chair-  
man of the division of health and physical education,  
University of Southern California. Paper, 61 pages. Price,  
60 cents. Published by the University Press, University  
of Southern California, Los Angeles, Calif.

A national program in physical education, based on a  
study of five years by the committee on curriculum re-  
search of the College Physical Education Association of  
the University of Southern California.

The manual offers a brief statement of the procedures  
followed by the committee, and provides for the final  
curriculum content units proposed for the various school  
levels. It comprises a concise presentation of essential  
information for the administration of the program. The  
objectives of the program as stated are narrower than  
the original study and should be broadened in accordance  
with the first idea.

#### The New Comprehensive Standard School Dictionary

Edited by Frank H. Vizetelly, Litt.D., LL.D., and  
Charles Earle Funk, B.S., Litt.D., 1,008 pages. Price,  
\$1.32. Published by Funk & Wagnalls Company, New  
York, N. Y.

The editors announce that this is a new dictionary,  
on a new plan, and set in new type from cover to  
cover. A vocabulary of 50,000 terms is provided. The  
new plan consists of the simplification of definition in  
such manner as to be easily understood by all of the  
pupils of the grades. In the matter of spelling, the  
earlier and generally accepted forms are adhered to.

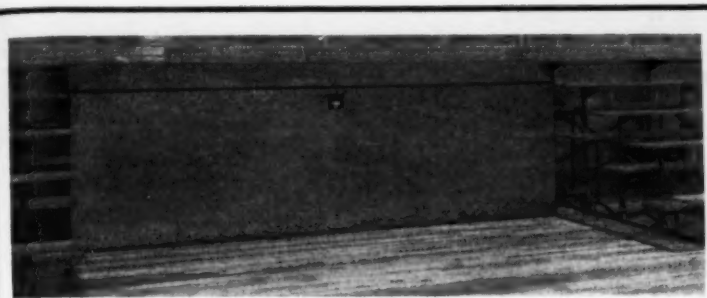
The ideal dictionary for a young learner is, no doubt,  
one which will enable him to secure the full meaning of  
a word in the shortest possible manner. In order to ac-  
complish this the newer school dictionaries have come  
closer to the thought that the definitions must be pre-  
sented in child language. Also, that the use of the word  
in sample sentences may prove highly serviceable. Finally,  
the vocabulary must come within the range of the aver-  
age boy and girl of today.

The editors of the new Funk and Wagnall's dictionary  
have not been unmindful of these essentials and have  
produced a most acceptable work for use in the schools.  
One of the features is the 1,800 small illustrations, de-  
signed to bring the definitions more clearly to the mind  
of the student. There are also some 25 full-page, colored  
plates, dealing with flowers, colors, flags, reptiles, insects,  
ceramics, etc.

#### Workbook to Practical Mathematics

By N. J. Lennes. Paper, 160 pages. Price, 60 cents.  
The Macmillan Company, New York, N. Y.

This workbook, which is intended to be used with  
*Practical Mathematics* as a text, will be found useful in  
solving everyday problems. It will assist in putting work  
into good form, which is considered an important phase  
of business mathematics. Special practice is offered in  
division and checking, in solving equations, in fractions,  
in evaluating literal expressions, in solving formulas, in  
practice on percentage, in finding interest, in solving in-  
surance problems, and in special practices on circle  
and sphere.



## Accordion Folding Bleachers by Horn

America's safest, easiest operating and most beautiful folding bleacher. Cannot jam stick or bind. Installed in the Nation's finer schools from coast to coast. Cost surprisingly low.

WRITE FOR COMPLETE INFORMATION

**HORN FOLDING PARTITION CO.**  
FORT DODGE, IOWA

SALES SERVICE FROM COAST TO COAST.

## Personal News of School Officials

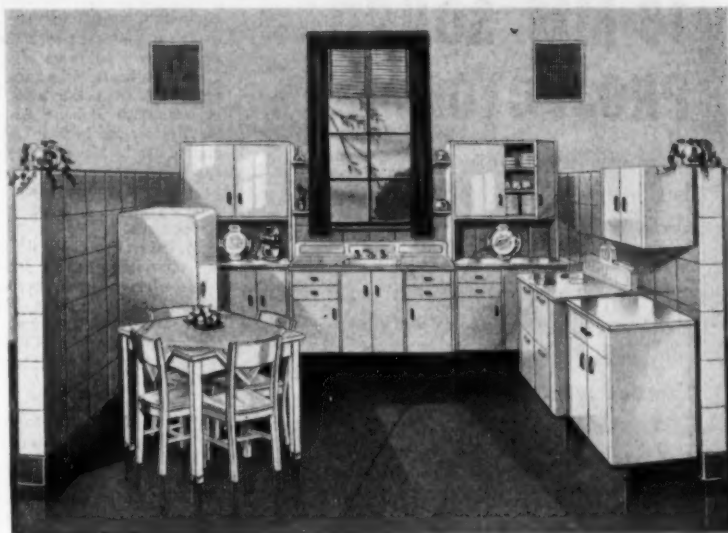
- Mr. W. A. VIETS has been re-elected a member of the school board in Vincennes, Ind., for another three-year term. Mr. Viets was also re-elected president of the board for a third term.
- Mr. CLAUDE J. WINKLER has been elected president of the school board at Chanute, Kans.
- Dr. C. M. GIBSON has been elected president of the board of education at Pittsburg, Kans.
- The school board of Leavenworth, Kans., has reorganized with the election of E. B. COLLARD as president; R. D. KUNKLE as vice-president; and IRA J. BRIGHT as clerk.
- HOMER P. ARMSTRONG has been elected president of the school board at Atchison, Kans.
- The school board of Winfield, Kans., has reorganized with the election of L. C. BARNARD as president; MRS. EDITH DUNLEVY as vice-president; and MRS. AUDREY C. SWOYER as secretary.
- The school board of Athol, Mass., has reorganized with the election of J. CLARENCE HILL as chairman; MRS. HELEN C. GRANT was named secretary; and WILLIAM A. SPOONER, acting principal of the high school, was elected to succeed George S. Goodell.
- Mr. J. O. OBERLIN has been elected president of the school board at Butler, Ind.
- The school board at Kankakee, Ill., has elected ALFRED BEAUMONT as president. EDWARD HOENNICKE was renamed as secretary.
- The school board at Elkhart, Ind., has elected FRED LUNDQUIST as president; A. L. SMITH as secretary; and Dr. L. F. SWIHART as treasurer.
- The board of education of the Fordson School District, Dearborn, Michigan, has been reorganized with Mr. HOMER C. BEADLE as president. Mr. GEORGE E. BRADY has become vice-president, Mr. GEORGE T. MARTIN, secretary, and Mr. FRED BEARD, treasurer. Mr. NORMAN F. EDWARDS is a newly elected trustee. Mr. WALTER JAMS and Mr. JOHN E. ALEXANDER complete the membership.
- Mr. H. L. ARMSTRONG, business manager and clerk of the board of education at Topeka, Kans., died in a Minnesota hospital on August 27, following a short illness. Mr. Armstrong was a graduate of the Topeka high school,

the University of Kansas, and the Kansas University Law School. He entered the employ of the board in 1926 and later became business manager and clerk.

- The board of education at Abilene, Kans., has reorganized with the election of HOWARD KEEL as president; E. L. MORSE as vice-president; and G. E. DUCKWALL as the new member.
- The board of education of Seymour, Ind., has reorganized with the election of NEAL HENNESSY as president; DON A. BOLLINGER as secretary; and LENORE SWAILS as treasurer.
- The board of education at Concordia, Kans., has reorganized, with the election of FRANK BALDWIN as president; DR. FRANK KINNAMON as vice-president; DOROTHY LANDESS as clerk; and MARY PETERSON as treasurer. The new members of the board are DR. W. F. EAGLESON and M. E. SPENCER.
- Mr. JAMES B. STEWART has been elected president of the board of education at Ottawa, Kans. He has been a member of the board for four years and is entering upon a second four-year term.
- The school board at Larned, Kans., has elected DAVE MEYER as president. FRANK HENDERSON is vice-president, and RALPH TAYLOR is clerk.
- DON F. BURLIN has been elected president of the school board at El Dorado, Kans.
- DR. R. L. FERGUSON has been elected president of the school board at Arkansas City, Kans.
- ALEX SCHUELER has been elected president of the school board at Hays City, Kans.
- DR. ORAN A. PROVINCE has been elected president of the school board at Franklin, Ind.
- Mr. L. R. MCCOOL has been re-elected president of the school board at Evansville, Ind. Mrs. E. F. KARGES is secretary, and WALTER H. DREIER is treasurer.
- MRS. JAMES A. PATTERSON has been re-elected president of the school board at Gary, Ind.
- The school board of Valparaiso, Ind., has elected REV. C. W. WHARTON as president. IRA C. TILTON is treasurer, and JAMES J. MCKAY is secretary.
- Mr. R. M. CRITCHFIELD has been re-elected as president of the school board at Anderson, Ind. ELMER DOWNEY is secretary, and J. C. KUCH is treasurer.
- EDGAR E. SHARP has been re-elected as president of the school board at Moorhead, Minn.
- The board of education at Washington, Ind., has reorganized, with the election of ROLLIE MORAN as president; L. R. DUGAN as secretary; and E. B. ISENOGLE as treasurer.
- Mr. WILLIAM P. CLARKE, chairman of the school board at Newport, R. I., died recently.
- Mr. FRED C. DODDS, member of the school board at Springfield, Ill., died on August 30.

## HAMILTON-INVINCIBLE

LABORATORY VOCATIONAL AND LIBRARY FURNITURE



## Start a MATCHED Kitchen

With Matched Kitchen Equipment you can have a modern homelike kitchen in the school. A wide range of cabinets for wall, floor, or sink is available with tables, chairs, and other pieces to match. Write our Kitchen Planning Department for full information today.

**Hamilton-Invincible, Inc., Two Rivers, Wis.**

- Mr. LOYD LATCHAW has assumed his duties as superintendent of schools at Lawrence, Mich.
- Mr. BUELL E. CRUM has become superintendent of schools at Griffith, Ind.
- SUPT. ARLIE REED, of Sunfield, Mich., received his master of arts degree from Northwestern University during the past summer.
- Mr. M. M. SCHELL has assumed his duties as superintendent of schools at Clinton, Iowa. He was formerly at Ida Grove.
- DR. FRANK P. GRAVES, president of the University of the State of New York and State Commissioner of Education, has been elected president of Phi Beta Kappa, leading honor society for scholarship, following the triennial session of the National Council of the Society, on September 11, in Atlanta, Ga.
- The school board of Sault Ste. Marie, Mich., has reorganized with the election of THEODORE B. MCKINNEY as president; BESSIE JONES as secretary; and ROY A. PETERSON as treasurer.
- Mr. H. W. WOODWARD has assumed his duties as superintendent of schools at Avon, S. Dak.
- SUPT. E. M. MCGREW has entered upon his eighth year as head of the public schools of Williamsburg, Iowa.
- Mr. ARTHUR E. CARLSON has become superintendent of schools at Washburn, Wis.
- Mr. HORACE LOONEY has assumed his duties as superintendent of schools at Sulphur Springs, Ark.
- Mr. H. L. FORD has been elected superintendent of schools at Fostoria, Ohio. He was formerly at Port Clinton.
- Mr. FRANK WILCOX has assumed his duties as superintendent of schools at Hartman, Colo.
- Mr. ROY W. EPTING, supervising principal at Chester, N. Y., has been elected to a similar position at Warwick. He succeeds Kenneth E. Smith, who has gone to Walden.
- Mr. E. E. SALLER has been appointed as business manager and clerk of the board of education at Topeka, Kans. He succeeds the late H. L. Armstrong.
- SUPT. W. C. NYSTEUN, of Havelock, Iowa, has been re-elected for a seventh term.
- Mr. JAMES LUCKEN has become superintendent of schools at Alta Vista, Iowa. He succeeds T. C. Ruggles.
- D. D. SIMS has assumed his duties as superintendent of schools at Port Clinton, Ohio.
- Mr. WILLIAM OFFER has been elected president of the board of education at Victoria, Tex.
- Mr. EDWARD BECKER has assumed his duties as superintendent of schools at Comstock Park, Mich.
- Mr. T. C. AVERY is the new superintendent of schools at Fellsburg, Kans.
- Mr. JAMES B. ABRAHAM has become superintendent of schools at Lonoke, Ark.



# SEES ALL—PLAYS ALL UNIVERSAL 16 MM SOUND PROJECTOR

The advanced Universal has won the approval of users in every field. This ruggedly constructed projector embodies all latest features. Throws brilliant image to desired screen size. True tone quality. Amplification for large or small audiences. Compactly portable in carrying case. *Universal is low in first cost. Economical upkeep.*

## OUTSTANDING FEATURES

### SOUND PROJECTOR

750-Watt projector lamp. Brilliant pictures. For all size reels. Heavy duty construction. Easy, simple operation. Trained operator not necessary. Adjustments quickly accessible. For sound or silent films. Full draft ventilation. Central oiling. Bausch & Lomb sound optical unit. Underwriter approved, Easy on film.

### AMPLIFIER

Power for large or small groups. Phono or Microphone outlet. Tone-control. Volume control. Connection arranged so that error in operation is impossible.

### SPEAKER

Dynamic Type. 12-inch cone. Special voice balance. 50 ft. voice line. Speaker in amplifier case for carrying.



MAY BE  
PURCHASED  
ON THE  
UNIVERSAL  
BUDGET  
PLAN

## Universal Sound Projector

Division of  
Sentry Safety Control Corp.

1917 Oxford St., Philadelphia, Pa.  
Paramount Building, N. Y. C.

Please send me information on your 16MM Sound Projector.

NAME .....

ADDRESS .....

CITY ..... STATE .....

## News of Superintendents

### PASSING OF SUPT. JACOB G. COLLICOTT

Dr. Jacob G. Collicott, superintendent of schools at Columbus, Ohio, for the last nineteen years, died suddenly at his summer home at Oswego, Conn., on August 18. He was 66 years old.

Dr. Collicott, who was born in Greensburg, Ind., was graduated from the high school in 1892, and completed his course at Indiana University in 1900. After receiving his degree, he became principal of the schools at Alexandria, Ind. He also served as principal of schools at Elwood and Evansville, leaving the latter place in 1904 to go to Tacoma, Wash., where he served as principal three years, and then was elected superintendent of schools.

In 1912, Dr. Collicott was called to Indianapolis, Ind., as superintendent of schools. He remained there until 1917, when he was appointed director of vocational education for the Indiana State Board of Education.

In October, 1920, Dr. Collicott was elected superintendent of schools of Columbus, a position which he held for the last nineteen years.

### PASSING OF SUPT. W. A. WALLS

William A. Walls, for more than twenty years superintendent of schools at Kent, Ohio, died on August 21, of injuries received in an automobile accident. He was 55 years old.

Mr. Walls was born in Ruraldale, Muskingum County, Ohio, Sept. 10, 1882. After his graduation from the Salineville high school, he entered Mount Union College, from which he was graduated with the A. B. degree in 1907.

His teaching experience began in 1900, when he taught in the rural schools of Columbiana County, Ohio. In 1907 he went to Kent as principal of the Central High School. Later he was made superintendent. In 1915 he went to Martins Ferry, but later resigned to enter the army service. Returning from service overseas, he returned to Kent, where he has worked since that time.

Mr. Walls had a high rating in the educational world and was a life member of the National Education Association.

### PERSONAL NEWS OF SUPTS.

• Mr. A. J. DICKEY, JR., of Cairo, Ga., has been elected superintendent of schools at Soperton. He succeeds Lee McDonald.

• Mr. HUGH C. BRAN, of Colby, Kans., has been elected superintendent of schools at Syracuse, Kans.

• Mr. W. F. CLAPP, formerly superintendent of schools at Ovid, Mich., has accepted a position with the State Department of Public Instruction. He will have charge of the department's work in the Upper Peninsula.

• Mr. MAX BICKFORD has been elected superintendent of schools at Towanda, Kans.

• Mr. R. R. BROCK, of Lathrop, Mo., has been elected superintendent of schools at Liberty.

• Mr. RALPH E. WHIPPLE is superintendent of schools at Hull, Ill.

• Mr. MARSHALL LANE is the new superintendent at Pottsville, Mich.

• Mr. HOWARD D. CRULL, superintendent of schools at Birmingham, Mich., has been made a member of Phi Delta Kappa, national honorary educational fraternity.

• Dr. S. M. BROWNELL, superintendent of schools at Grosse Pointe, Mich., has been given a leave of absence for the next year, in order that he may act as visiting lecturer in school administration in the Graduate School of Education at Yale University.

• Mr. D. M. DENSMORE, superintendent of schools at Eltra, Tex., has been appointed director of the textbook division for the State Department of Public Instruction.

• Mr. W. B. SCARCLIFF, of Wyoming, Iowa, has become superintendent at Urbana, Iowa.

• Mr. C. M. STONER has become superintendent of schools at Eldon, Iowa.

• Mr. R. G. HEIN, of Faribault, Minn., has been appointed principal of the South Milwaukee High School, South Milwaukee, Wis.

• Dr. CHARLES FRANKLIN THWING, president-emeritus of Western Reserve University, which he served for thirty-one years, died in Cleveland, Ohio, on August 30. He was 83 years old. In his time he was well known as a writer on educational topics.

• Mr. J. LESTER BUFORD, of Johnson City, Ill., has been elected superintendent of schools at Mt. Vernon. He succeeds H. E. Bosley.

• Mr. WILLIAM A. SPOONER has been elected superintendent of schools, to succeed George S. Goodell.

• Mr. F. M. SMUDDE has assumed his duties as superintendent of schools at Foley, Minn. He succeeds M. L. Ward.

• SUPT. O. T. COIL, of DeSoto, Mo., has begun his twelfth year as head of the public school system.

• Mr. M. J. THOMAS, of King County, Wash., has become superintendent of schools at Bothell.

• Mr. RUSSELL LE CRONIER has assumed his duties as superintendent of schools at Bad Axe, Mich.

• Mr. DONALD A. MORT is the new superintendent of schools at Laingsburg, Mich.

• Mr. PAUL M. MUNROE has become superintendent of schools at Columbus, Ga. He succeeds R. B. Daniel.

• Mr. F. M. HURD, of Sioux Falls, S. Dak., has become superintendent of schools at Liscomb, Iowa.

• Mr. L. E. ANDREWS, of Aulander, N. C., has become superintendent of schools at Lexington.

• Mr. J. T. WALKER, of Osborn, Mo., has become superintendent of schools at Gilliam.

• The California Superintendents of Schools have nominated Mr. JOHN A. SEXSON, of Pasadena, as their candidate for the presidency of the American Association of School Administrators for the next year. Doctor Sexson has had a long and successful experience with the work of the Department, and has served as a member of important committees through the years.

• Mr. W. G. AUSTIN has assumed his duties as superintendent of schools at Chandler, Ariz. He succeeds Fred P. Austin, who retired on June 30 after a service of seventeen years in the schools.

• SUPT. J. L. MCGUIRE, of North Providence, R. I., has been re-elected for another year.

• CARL LANCASTER has assumed his duties as superintendent of schools at Vidalia, Ga. He succeeds B. A. Lancaster, who has gone to LaGrange.

• JOHN W. SPANGLER has become superintendent of schools at Kent, Ohio. He succeeds the late W. A. Walls.

• L. D. MILLER has assumed his duties as superintendent of schools at Griffith, Ind.

• B. E. CRUM has assumed his duties as superintendent of schools at Griffith, Ind.

• JOSEPH S. KEATING has become superintendent of schools at Arlington, Mass.

• ALFRED L. DAVIS is the new superintendent of schools at Blackshear, Ga.

• Mr. O. E. LARSON has been elected superintendent of schools at Cray, Ohio.

• Mr. WARREN WEBER, of Holgate, Ohio, has been elected superintendent of schools at West Hope.

• SUPT. L. P. SEWELL, of Denison, Iowa, has been re-elected for his tenth year.

• Mr. ALBERT T. PATTY has assumed his duties as superintendent of schools at South Hadley, Mass.

• Mr. O. W. FUNKHOUSER, formerly superintendent of schools at Hume, Ill., has assumed his duties as principal of the high school at Amboy. Mr. Funkhouser is a graduate of the Eastern Illinois State Teacher's College and holds degrees from that institution and from the University of Chicago.

• SUPT. HAROLD G. CAMPBELL, of New York City, has announced a number of changes in the administrative staff for the new school year 1938. ASSISTANT SUPT. PAUL A. KENNEDY, formerly in charge of the Long Island city section, has taken over the junior-high-school division, where he succeeds Dr. Veit. Dr. FREDERICK B. GRAHAM has been appointed to the Long Island section, succeeding Dr. Kennedy. ALBERT S. TAYLOR, field supervisor, has been assigned to the Bronx city district. ASSISTANT SUPTS. HERMAN H. WRIGHT, FREDERIC ERNST, and DAVID MOSKOWITZ, assigned to the high-school division, will continue in charge of their respective sections. Dr. Campbell will personally assume direction of the city high-school division, pending the election of a new associate superintendent to succeed Dr. John L. Tildsley.

• Mr. ROY A. BARNETT has assumed his duties as superintendent of schools at Damascus, Ga.

• Mr. JAMES JENKINS has been appointed vocational co-ordinator for the public schools of Valparaiso, Ind. He will contact the local industries and will be in charge of a program of apprentice training and trade extension work.

• State Superintendent E. B. Elliott, of Michigan, has announced the appointment of Mr. G. ROBERT KOOPMAN as co-ordinating director of curriculum, and Mr. JOHN C. PARKER as director of the Michigan Study of the Secondary-School Curriculum. Mr. Koopman will be in charge of curriculum activities of the department, and Mr. Parker will take charge of the study of Michigan high schools, which is being financed by a grant from the General Education Board. Mr. EARL E. MOSIER, of Lansing has been appointed curriculum associate, and Miss KATHERINE BROOK, of Lansing, as research assistant in the division of curriculum.

• Mr. BRYAN DICKSON has been elected superintendent of schools at Marshall, Tex. He was formerly deputy state superintendent of Dist. 12.

• SUPT. EDGAR B. ALLBAUGH, of Concordia, Kans., has been re-elected for another two-year term.

• Mr. ALLEN J. BLACK, of Litchfield, Ill., has become superintendent of schools at Worden.

• Mr. CLAUDE A. BRUNER, of Mingo Junction, Ohio, has become superintendent of schools at Flushing.

• Mr. C. D. HACKETT has become superintendent of schools at Alvordton, Ohio. He succeeds B. J. Conkey.

• Mr. FRED R. MCNEAL, of Oxford, Iowa, has become superintendent of schools at Sharon. He succeeds Gilbert Schantz.

• Mr. KENNETH E. SMITH, of Warwick, N. Y., has become superintendent of schools at Walden. He succeeds Dr. E. R. Van Kleeck, who has gone to Norwich.

# Do You Want

## To Save Money?

(Up to One Third or More of the Cost of the building)

## To Save Space?

(Up to One Third and in Some Cases One Half of the Floor Space)

## To Increase Capacity?

(In an Existing Building With No Increase in Size or Space)

Then Install

# DESKOR CHAIRS

Send for Proofs or Submit Your Construction and Seating Problems Without Obligation to  
**DESKOR CHAIR—PARK SQUARE BLDG.  
BOSTON**

See us at Booths 11 to 14 Inclusive N.A.P.S.B.O.  
Baltimore Convention Oct 11 - 15

## EDUCATING FOR MEDIOCRITY

(Concluded from page 18)

one to go to college, we'll have to begin thinking about some new goals for college education.

Frankly, what is happening is that life in America is tightening down, and we are loath to realize it. We like to think of America as it was in the days of free land and unexploited resources, of booming towns and fast-growing states. Then the stories of the immigrant boy who became a captain of industry, the mill-worker's boy who became a senator, were commonplace. I don't mean to say that the days of opportunity are gone, but I think that opportunities for spectacular rises in fortune have decreased, and will continue to decrease. No longer can the young graduate of the law school set up his office in a boom town of the West, and in a few years get himself elected to Congress. Today, upon leaving college, the young person finds himself confronted with an almost static order of things. Progress is slow, success rare, mediocrity almost certain. Our college and high-school graduates need, in fairness to themselves, to understand these things. Someone is going to dig America's ditches, and if everyone goes to high school, high-school graduates are going to dig them.

Now what is so terrible about that? If our education is fundamentally worth while, it will be as worth while for the

ditch digger as the banker. We are obliged to give both an education that will make life as rich and meaningful to them as possible. Let's get our people over the notion that education is wasted unless it can be used to commercial advantage.

Frankly, if we do not reinterpret the word *success* for our students to mean success in everyday living instead of financial success, we are not being honest either with ourselves or with our students. We can't afford to go on tricking our students and their parents into the notion that schooling will assure them careers of importance.

## AKRON SCHOOL FIELD

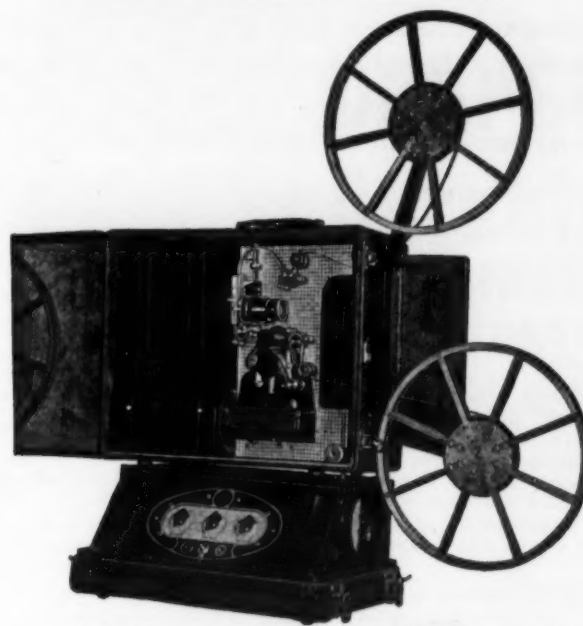
(Concluded from page 30)

The football field has its own concrete bleachers, and so does the baseball diamond, each seating section being built in a high embankment that provides the proper slope for comfort and vision. The gridiron bleachers will seat 1,500 while the baseball bleachers accommodate 1,200 persons. Behind these two fields is a two-acre park that combines the rugged natural scenery with the artificial beautification wrought by the hands of WPA workers.

Not the least important part of the athletic field is a quarter-mile cinder track for sprints and long-distance running. Fortifying the field on the so-called west side is a drainage stone wall more than 4,000 feet long and seven feet deep. On

## The DEVRY Sprocket Intermittent 16mm Sound Projector

GREATEST ADVANCE IN 16mm PROJECTION  
SINCE THE ADVENT OF 16mm SOUND



Lifts 16mm Projection to the Professional Level

**HERMAN A. DEVRY, INC.**  
1111 Armitage Avenue CHICAGO

the north side of the field is another drainage wall of similar type that is more than 1,000 feet in length.

In the general plan of landscape beautification WPA workers have planted 240 Colorado spruce trees and 420 barberry bushes. With the allocation of additional federal funds, further grading, fertilizing and wall building in the rear of the school building has been done. The added project also resulted in the erection of a high wire-mesh backstop for the baseball diamond.

## MR. WOMRATH RESIGNS

Mr. George F. Womrath, who has been business manager of the Minneapolis board of education since 1915, has resigned because of ill health. Mr. Womrath suffered a breakdown last spring and was compelled to take a long vacation during the summer.

Mr. Womrath is a native of Philadelphia and attended elementary and high school in Frankford and Pottsville, Pa. He received his engineering education at Lehigh University and came west to Minneapolis as a young man. Previous to his appointment as business manager of the Minneapolis schools, he was engaged in business.

His selection by the board of education followed a civil service examination and was based upon merit alone. Mr. Womrath has been a strong advocate of the unit plan of school administration, with the superintendent of schools as the chief executive, and the business manager an assistant superintendent responsible through the superintendent to the board. He has been a leader in the National Association of Public-School Officials, and at various times has held important committee memberships. He was president of the Association in 1920-21.

In accepting his resignation, the board adopted a resolution of regret and thanks "for his long years of faithful and efficient service."



## WHO IS RESPONSIBLE?

Regardless of the amount of dirt tracked in, the amount of time available, or the equipment he has to work with, the janitor is held responsible for the cleanliness of the school.

Leading educators have proven that a good vacuum cleaning system is the only equipment that can make rapid and thorough cleaning possible, and that no janitor can accomplish satisfactory results with antiquated methods.

The Spencer Central Vacuum Cleaning System has been endorsed by leading architects and educators and is solving the cleaning problem in more than 1500 schools.

Spencer Vacuum cleans wood, composition, cement or carpeted floors quickly, easily and thoroughly.

Ask your architect about the Spencer Central System for your new school. A demonstration with the Spencer Portable will show how these systems work.



CENTRAL AND  
PORTABLE  
VACUUM  
CLEANING  
SYSTEMS

THE SPENCER  
TURBINE  
COMPANY  
HARTFORD  
CONNECTICUT

8-94-C

### SELF-SUPPORTING SUMMER SCHOOLS

(Concluded from page 29)

tion contributed.) A more conservative means of estimating the value of summer sessions is to take the cost of instruction alone as a basis. This year, for example, the total number of pupil courses was 4,524. This number multiplied by \$5.88, the average pupil-course cost of instruction paralleling the summer-school offering for the spring semester of 1937, gives \$26,601.12. It may be said in all fairness that this instruction has cost the board of education nothing and that a large school system does undoubtedly realize a considerable saving.

Another saving well worth mentioning, but far more difficult to estimate, is that to the pupils and their families. Many boys and girls are obliged to enter employment as soon as possible. By going to summer school, these pupils can start to work earlier and graduate as well. To them, summer-school instruction affords a time saving of definite financial value.

Since attending summer school is optional and requires the payment of tuition, it is interesting and helpful to know what the pupils think.

Near the close of the session this year at John Adams Summer School, an attempt was made to get the candid reactions of the 883 pupils by a questionnaire. Since

the students did not have to sign their names, it was believed that they would be less hesitant to criticize.

Slightly more than 50 per cent of the pupils were in school to make up deficiencies in their programs. The pupils were about evenly divided in their opinions as to whether it is easier to earn credit in summer school than in the regular school. However, the majority stated that they had to spend more time in preparing for one summer-school class than for a class in regular school. When the pupils were asked to name their favorite summer-school and regular-school subjects, English seemed by far to be the most popular in both instances.

In stating what they liked and disliked about summer school, the pupils gave a variety of answers. Some of the most frequent reasons for liking summer school follow:

1. Summer school gives me something to do. (Incidentally, a serious problem for many city children in the summer.)
2. I can do better when I have fewer subjects.
3. I can learn more in the longer periods.
4. Summer school gives me a chance to get ahead.
5. I can do more in a short time.
6. I get out early in the day.
7. It gives me a chance to graduate.

Some criticisms of summer school are these:

1. The class goes too fast.
2. There isn't enough time to go into things in detail.
3. The periods are too long.
4. Summer school spoils the vacation.

Only a few offered suggestions for improving summer school. Some said that they would like a 5-minute rest period in the hour and half class, and others wanted part of the period for study or homework.

### Summary and Conclusions

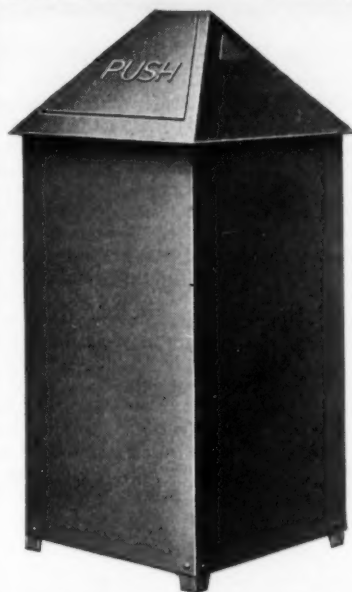
A review of five years of operating self-supporting high schools in Cleveland seems to justify the following conclusions:

1. In a city of considerable size there is a recognizable need for summer schools. People are willing to pay additional for such service, even in the face of a depression. Perhaps this fact establishes more evidence in favor of all-year schools.
2. Self-supporting tuition schools may be conducted acceptably both from the standpoint of community relationship and educational practice.
3. The educational opportunities of summer school must be publicized and well understood considerably in advance of the opening of the session.
4. The standard of achievement may be held to a satisfactory level by (a) employing only the best teachers, (b) providing a term and class period sufficiently long, and (c) limiting class size and the number of subjects a pupil may carry.
5. Sufficiently high salaries are necessary to attract the best instructors. The tuition requirement in summer school affords a good test of the seriousness of the pupil's intention.
6. The payment of a fair rate of tuition does not work a great hardship. The John Adams Summer School, enrolling 883 pupils, had only one request for free tuition, and 99 per cent of the tuition was paid readily.
7. The operation of a tuition summer school saves the board of education some money, the amount being less than sometimes supposed. However, the saving of time to the pupils represents a significant contribution.

## KEEP WASTE OUT OF SIGHT

with

### SOLAR WASTE Receptacles



Easy to use

All Steel  
Fireproof  
Odorproof  
Vermin-proof

**TIDINESS** is an important thing to teach children.

Solar receptacles create an atmosphere of orderliness and efficiency so necessary in schools. They hold all the waste and keep it out of sight. The swinging top opens at a touch then it silently closes again. Use these inviting containers in class rooms, toilet rooms, corridors, manual training and domestic science rooms — or wherever waste accumulates. There is a variety of sizes and colors to meet your needs.

Send today for interesting booklet and prices.

**SOLAR-STURGES MFG. CO.**

MELROSE PARK ILLINOIS

HELP STUDENTS to READ and UNDERSTAND FRENCH  
AFTER TWO YEARS' STUDY

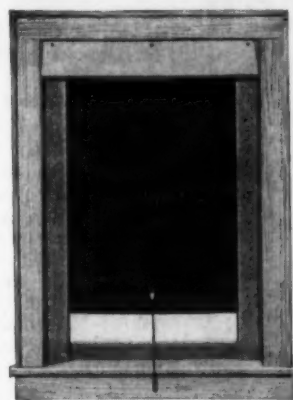
## MINIMUM FRENCH GRAMMAR

WILLETT—SCANLON—VANDER BEKE

Will give students a reading knowledge of French after two years of study, and reduce failures through a balanced and well-rounded course, logical organization, and psychological arrangement.

\$1.24

**THE BRUCE PUBLISHING COMPANY**  
NEW YORK MILWAUKEE CHICAGO



## DRAPER Durable DARKENING WINDOW SHADES

Highly efficient for laboratory work and motion pictures, an installation of Darkening Shades is not expensive if durable material and correct type of installations is selected.

Light excluding shades and translucent shades are used independently and each is built special for its purpose. Every type window can be satisfactorily equipped including the steel side channels or roller box where necessary.

Write for our catalog and mention Darkening Shades if you wish special information. Address Dept. AA

**LUTHER O. DRAPER SHADE CO.**  
SPICELAND, INDIANA

# PLAY *made* SAFE

*for school children*

To curb the thoughtless child after a summer of unrestrained freedom, it is of the utmost importance that schoolgrounds be enclosed by a Stewart Iron or Chain Link Wire Fence thus providing safe play areas to safeguard lives and bring peace of mind to parents. Fences; Athletic field, natatorium and tennis court enclosures; baseball back stops; gymnastic window guards . . . every requirement can be met by Stewart. Send for catalog showing typical installations and structural advantages.

Sales and Erection Service in all principal cities.  
"World's Greatest Fence Builders since 1886"

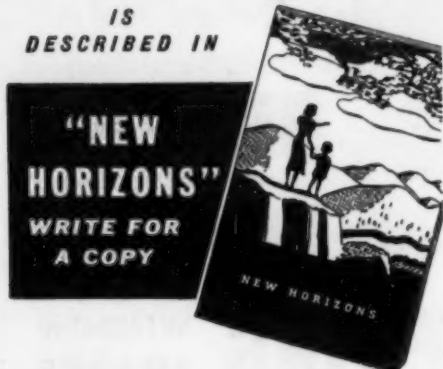
**THE STEWART IRON WORKS COMPANY, Inc.**  
420 STEWART BLOCK CINCINNATI, OHIO





# An Advanced Teaching Aid

IS  
DESCRIBED IN



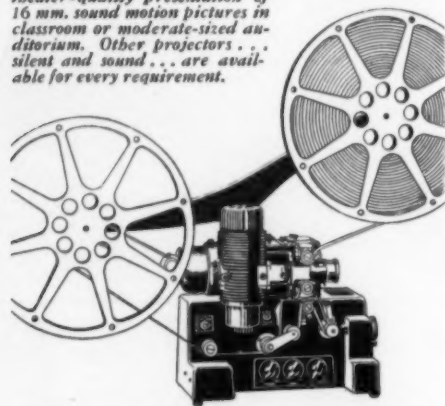
THAT motion pictures make the teaching of many subjects speedier and easier is agreed by prominent educators. The reasons why they recommend this modern educational tool are fully discussed in *New Horizons*, recently published.

Why pupils learn from 20% to 90% more in shorter time, and forget less, is explained. The diversity of subjects on which motion pictures are invaluable is discussed. The results secured by leading educators are described and their comments quoted. Ways by which schools make the equipment pay for itself are given, together with pointers on how to select equipment that will satisfy.

Those who have already seen *New Horizons* praise it as one of the most helpful and complete treatments of school motion pictures ever published.

It is free without obligation to everyone interested in better schools. Mail the coupon now.

*Filmosound 138, a single-case, easily portable outfit assuring theater-quality presentation of 16 mm. sound motion pictures in classroom or moderate-sized auditorium. Other projectors... silent and sound... are available for every requirement.*



**BELL & HOWELL COMPANY**  
Chicago • New York • Hollywood • London  
Established 1907

BELL & HOWELL COMPANY ASBJ 10-37  
1814 Larchmont Avenue, Chicago, Ill.

Gentlemen: Please mail a copy of *New Horizons*. No obligation assumed.

Name.....  
Position.....  
School.....  
Address.....  
City..... State.....

**BELL & HOWELL**

## After The Meeting

### STORIES FOR SPEECHMAKERS

*Nothing that's plain but may be witty*

#### Why Some Teachers Agree

A teacher who had had a troublesome interview with his superintendent repeated this story: The barber was dark and swarthy, and his eyes were black and sparkling. It was evident that he was descended from Latin stock.

"What do you think of the Italian situation?" he inquired of the customer. "What is your opinion of Mussolini?"

"The same as yours," replied the man in the chair.

"But how do you know my opinion?" inquired the startled barber.

"I don't," admitted the man, "but you have the razor."

#### Make One, Make Both

An uncle who had the problem of entertaining an energetic young nephew while the lad's parents were spending an evening out, provided a jig-saw puzzle as a means of keeping the boy busy.

The illustration on the box showed a picture of the world, a rather indefinite, difficult puzzle to set together. The boy worked at it industriously and rather surprised the uncle that he had completed it.

When asked how he had done the puzzle, the boy said: "You see, I found that there was a picture of a man on the other side of the puzzle. I made the man real easy. Then I turned the puzzle over and got the world."

Could not we make the world right if each one of us made himself right as a man?

#### He Did Too

Bertram Mills, the English circus owner, once told the story of an American Negro, who was stranded and applied for a job.

Said Mills: "Very well. Start right away. I'll pay you two pounds a week to clean out the lions' cages."

"Not me, sah," said the darky in horror, "No, sirree!"

"Why, those lions are perfectly safe; they've been brought up on milk, like children," Mills assured him.

"Yes, sah, so was I," the darky replied, "but I likes a bit of meat now."

#### Price War

A teacher was giving his class a problem in mental arithmetic and it came to Willie Simpson's turn. "Now Willie," said the teacher, "if your mother bought four dozen oranges and the market price was fifty cents a dozen, what would they cost your mother?" "Don't know, sir," said Willie promptly. "Don't know!" exclaimed the teacher in surprise. "Surely it's simple enough?" "Yes, sir, but then, you see, my mother's a great hand at bargaining."—Exchange.

#### Or Isn't It?

"Make a sentence using the word 'evanescent.'"

"Well, well, evanescent my old friend, Bill!"

#### The Method

Dick: "How do you play truant from a correspondence school?"

Jack: "Send them an empty envelope."

#### Johnny Helped

Teacher: Did your father help you with this Composition, Johnny?

John: No, teacher; I helped him.

Teacher (astonished): And, how did you do that?

John: Oh, I corrected his spelling mistakes.

#### The Real Reason

Mother: "Johnny, the homework you intend handing to your teacher this morning is the poorest in a long time."

Johnny: "Aw, don't be too disappointed, ma. Dad had a hard day at the office yesterday."

## School Buyers' News

### UNDERWOOD WINS IN TYPEWRITING CONTESTS

The Underwood Elliott Fisher Company established two official world records, winning all six typing championships at the Canadian National Exhibition International Typewriting Contest, held on August 28, in Toronto.

The world's professional championship was won by George Hossfield, of West Englewood, N. J., writing from unfamiliar printed copy, in which he established a new world's record of 139 net words per minute, for the hour.

The world's amateur championship was won by Grace Phelan, of Pittsburgh, Pa., writing from unfamiliar printed copy, in which she established a record of 129 words per minute.

The Canadian amateur championship was won by Margaret Faulkner, of Toronto, writing from unfamiliar copy, and establishing a score of 118 net words per minute. The Canadian professional, school, and novice championships were won by contestants using Underwood typewriters.

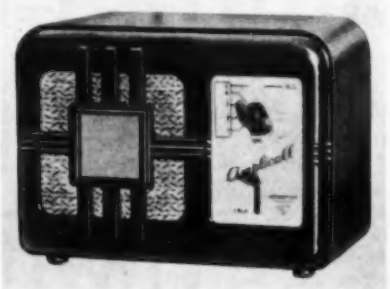
### BUYERS' NEWS

**New Ditto Duplicating Machine.** The new R-4 rotary duplicating machine, just put on the market by Ditto, Inc., of Chicago, Ill., is the latest type of hand-operated rotary duplicating machine. The R-4 is capable of delivering up to 150 bright copies from one original on sheets of any size up to 8½ by 14 in., and to deliver them perfectly flat, without curling. It is self-feeding and self-ejecting, making for high speed in operation. Copies can be reproduced in as many as eight different colors at one time, from typewritten copy, charts, or drawings, done in ink or pencil.

The R-4 duplicating machine may be used for examination questions, maps, charts, graphs, music scores, sales letters, bulletins, specifications, quotations, and estimates. Complete information will be furnished upon request.

**Announce New Webster Paging System.** The new 7-watt selective paging system, just placed on the market by the Webster Company, 5622 Bloomingdale Ave., Chicago, Ill., meets present-day demands for a small-size call system for educational and commercial institutions.

The Webster paging system is an extension of the intercommunicating system, commonly



*The Webster Ampicall*

used in schools and educational institutions, and the speakers are so arranged that return speech can be made from a distance of 20 to 40 ft. The master station in operation is capable of calling any one of five stations or all five stations at once. It is also possible for any station to reply to the master station. The system may be supplied with a master and one outlying station, or any number of outlying stations up to five. Complete information will be sent to any school official upon request.

**New Beckley-Cardy Catalog of School Supplies.** The Beckley-Cardy Company, 1632 Indiana Ave., Chicago, Ill., has issued its new 128-page catalog, listing its complete line of school supplies and equipment.

A copy of the catalog is available upon request.

## TRADE PRODUCTS

**School Records.** How records contribute to the school executive's assumption of responsibility is told in a recent catalog on school records and equipment, issued by Remington Rand, Inc., Buffalo, N. Y.

The Remington Rand booklet exemplifies many of the aspects of that service. Forms are shown which apply directly to specific school problems. Equipment is illustrated that is particularly adapted to the record work of schools. The records include attendance, census, programs, physical, athletic, student's permanent, and cumulative pupil personnel, teachers, and tuition records.

**New Line of Lyon Steel Folding Chairs.** The new steel folding chair, just placed on the market by the Lyon Metal Products Company, Aurora, Ill., is called the "parlor comfort" chair and is scientifically designed to relax the entire body.



*The New Lyon Metal Chair.*

The Lyon "parlor comfort" chair has an extra wide seat, curved to fit the body, a form-fitting backrest, and a channel steel frame for supporting the cantilever-type seat. There are rub-

ber feet on all four legs, and special tear and pinchproof hinges are additional features.

The Lyon chair is manufactured in seven styles and fully upholstered and steel-cane models are available, with or without arms. Complete information will be sent to any school official upon request.

**New Motion Picture Film on Heat Control.** The Johns-Manville Company, 22 East 40th St., New York City, has announced a motion picture film, "Heat and Its Control," filmed by the Caravel Films, Inc., which visualizes the story of heat from the time when some nations worshipped the sun, to present-day methods of development and manufacture of heat-conservation materials. Actual laboratory demonstrations, animated drawings, and shadowgraphs are used in the picture to visualize the nature of heat and to illustrate heat transfer by radiation, convection, and conduction.

**New Horn Accordion Folding Bleachers.** The new Horn Accordion Folding Bleachers, just announced by the Horn Folding Partition Co., of Fort Dodge, Iowa, are the newest and most practical solution to the gymnasium seating problem. These sturdy bleachers can be folded or unfolded at a moment's notice.

The Horn folding bleachers are superior because they require less wall space, load directly to the floor, and need no special wall reinforcements. There are no heavy lifting springs, since the unit remains on the floor in all positions, and can easily be operated by one man. Seats are wide and comfortable, footboards are sturdy and safe, and the bleachers are easily cleaned. Safety has not been overlooked and the seats and footboards are supported directly from the floor and no load is supported from the wall.

**Hillyard Purchases Building.** The Hillyard Chemical Company has announced the purchase of a large building at Third and Faraon Streets, St. Joseph, Mo., which will greatly extend its plant and equipment.

The Hillyard Company was established in December, 1907, by the late N. S. Hillyard, and



*The Hillyard Chemical Company's New Main Office and Warehouse at St. Joseph, Mo.*

has steadily grown in size and service until today it sells its products in every state of the union, and in most foreign countries. It has thirty distributing agencies in the United States and one in Cuba. When it was first established, the company manufactured five products. Today it markets 125 products. The firm has 14,000 active school accounts.

The newly acquired building is five stories high and represents an investment of \$74,000. It was occupied on September 15.

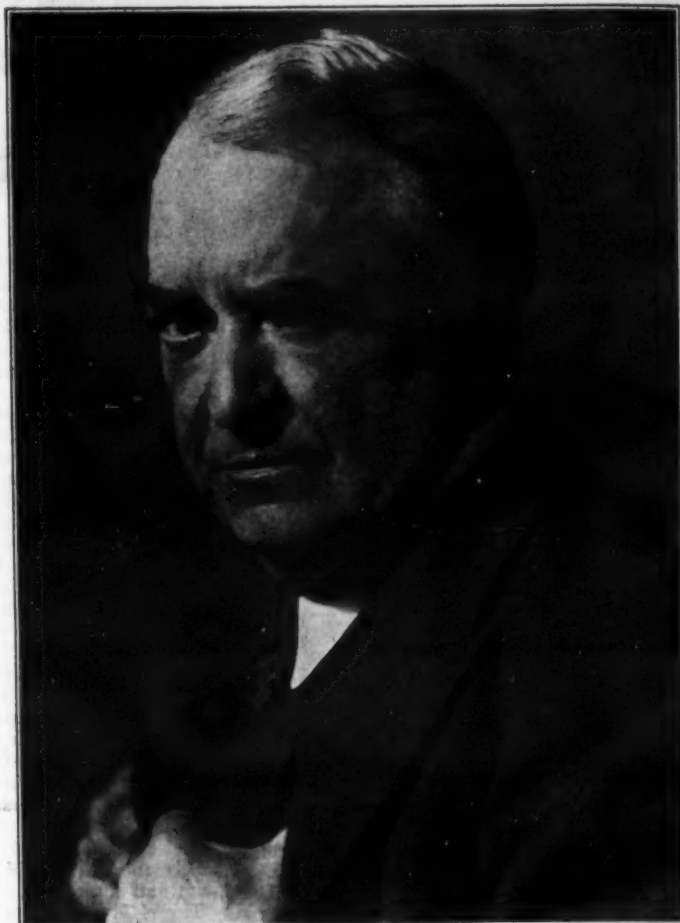
## ADVERTISERS' INDEX

Albert Teachers' Agency.....	90	Fisk Teachers Agency.....	90	Petersen & Company.....	90
All-Steel-Equip Co., Inc.....	4	Ford Company, The J. B.....	96	Peterson & Co., Leonard.....	89
American Crayon Company.....	79	Goodyear Tire & Rubber Co., The.....	67	Pick Co., Inc., Albert.....	83
American Floor Surfacing Machine Co.....	90	Gregg Publishing Company.....	78	Porter Corporation, J. E.....	85
American Seating Company.....	68	Hamilton-Invincible, Inc.....	87	Potter Manufacturing Corp.....	90
American Type Founders Sales Corp.....	75	Hart Mfg. Company.....	90	Powers Regulator Co.....	6
Ampro Corporation, The.....	85	Heywood-Wakefield Co.....	64	Premier Engraving Company.....	89
A. P. W. Paper Company.....	10	Hillyard Chemical Company.....	55	Racine-Kenosha Rural Normal School.....	90
Architects Directory.....	9	Holden Patent Book Cover Company.....	67	Remington-Rand, Inc.....	16
Armstrong Cork Products Company.....	Fourth Cover	Horn Folding Partition Company.....	87	RCA Mfg. Company, Inc.....	81
Automatic Pencil Sharpener Company.....	76	Hunt Pen Co., Howard C.....	80	Royal Metal Mfg. Company.....	75
Bausch & Lomb Optical Company.....	57	Huntington Laboratories.....	70	Rundle-Spence Mfg. Company.....	8
Beck Studios.....	90	Illinois Iron and Bolt Company.....	6	Sanford Mfg. Company.....	90
Beckley-Cardy Company.....	77	Irwin Seating Company.....	79	Schermerhorn Teachers' Agency.....	90
Bell and Howell.....	94	Johns-Manville Corp.....	89	Sengbusch Self-Closing Inkstand Co.....	86
Binney & Smith.....	74	Johnson Service Company.....	Second Cover	Sheldon & Company, E. H.....	84
Boehm Bindery, The.....	90	Justrite Mfg. Co.....	86	Sloan Valve Company.....	13
Brookmire Corporation.....	89	Kewaunee Mfg. Company.....	55	Solar-Sturges Mfg. Company.....	93
Bruce Publishing Company, The.....	62, 86, & 93	Kimball Company, W. W.....	79	Spencer Turbine Company.....	92
Bruce Company, E. L.....	11	K-M Supply Corporation.....	86	Spicer Electric Score Boards.....	90
Camden Artcraft Company.....	90	Lyon Metal Products, Inc.....	61	Squires Inkwell Co.....	76
Carbon Solvents Laboratories.....	90	Maple Flooring Mfrs. Assn.....	1	Standard Electric Time Co., The.....	58
Celotex Company, The.....	73	Medart Mfg. Company, Fred.....	71	Standard Gas Equipment Corp.....	82
Christiansen Co., The.....	86	Miller Keyless Lock Co., J. B.....	86	Stewart Iron Works Co., The.....	93
Clarín Manufacturing Company.....	85	Minneapolis-Honeywell Regulator Co.....	Third Cover	Taylor Company, Halsey W.....	10
Columbia School Furniture Corp.....	90	Minter Homes Corp.....	8	Tiffin Scenic Studios.....	90
Dayton Safety Ladder Company.....	10	Narragansett Machine Company.....	72	Trane Company, The.....	7
Deskor Chair Sales Corp.....	91	National School Supplies and Equipment Ass'n.....	12	Twin City Scenic Company.....	86
Dettra Flag Company, Inc.....	84	National Vulcanized Fibre Company.....	85	Underwood Elliott Fisher Company.....	69
DeVry, Inc., Herman A.....	91	Nelson Corp., Herman.....	2 and 3	Universal Bleacher Company.....	81
Dick Company, A. B.....	65	Nesbitt, Inc., John J.....	14	Universal Scenic Studio.....	90
Ditto, Incorporated.....	59	Newcastle Products, Inc.....	86	Universal Sound Systems, Inc.....	88
Draper Shade Co., Luther O.....	93	Nystrom, A. J.....	78	U. S. Gypsum Company.....	5
Dudfield Mfg. Company.....	90	Oneida Paper Products, Inc.....	90	Victor Animatograph Corp.....	81
Dunham & Company, C. A.....	11	Peabody Seating Company, The.....	60	Warren Telechron Company.....	4
Durabilt Steel Locker Co.....	11			Wayne Iron Works.....	72
Enoch Pratt Free Library.....	90			Wood Conversion Company.....	8
Esterbrook Steel Pen Company.....	76			Yale & Towne Mfg. Co.....	4
Evans, W. L.....	89				
Finnell System, Inc.....	6				



# Says this- School Executive Ask Me- about **WYANDOTTE CLEANLINESS!**

"Guardians of Health," did you say? Right! That's our job. In my years of experience I've found the use of Wyandotte cleaning materials (and Steri-Chlor for disinfecting) — to be the most effective and economical, considering the quality of cleaning we have to do. To remove merely the visible dirt and leave smelly organic films after a so-called washing, is not scientific cleaning. Films are breeding places for germs and odors. They are out!



**By using Wyandotte Detergent for washing walls,** ceilings and furniture, we clean and protect the surfaces. And by cleaning in time, we protect the children's eyes. Lighting specialists have shown that a room which looks pretty good may be so dirty as to reduce normal lighting by thirty percent!

As Wyandotte Detergent is a fast, *safe* cleaner, we can clean often without dulling the fine finishes. The regular help does the work.



Have bright, stainless dishes, glittering glasses, washing machine free of scale, *in spite of hard water*. Wyandotte "KEEGO" cleaner does it! Excellent for all kitchen cleaning by hand, too.

*Let the Wyandotte Service Representative and the local Wyandotte Dealer, co-operate with you! No obligation!*



**THE J·B·FORD COMPANY**  
WYANDOTTE MICHIGAN

